Comprehensive School Improvement

Plan

Okolona Elementary School

Jefferson County

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf

Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf

Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf

Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf

Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf

Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Equity Diagnostic 16-17

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

Okolona Elementary has 59.2% minority students, 87% free/reduced lunch students, 8.7% ELL students, 16.1% students with disabilities. Currently, we have 24 certified teachers with 8.3% completing KTIP. 29.2% teachers have three years experience or less and 70.8% have four or more years of teaching experience. The principal and AP both have over three years of experience. It should be noted that the results from our Comprehensive School Parent Survey that 96.8% of our parents agree that Okolona provides a caring and supportive environment to their child.

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

Okolona's barrier is the overall teacher effectiveness in core instruction. After review of our Equity Data, the root causes are as follow:

*29.2% of teachers have less than 4 years of experience (lack of experience and pedagogy)

*70.8% of teachers have 4 years or more of experience (difficulty changing teaching practices and mindset)

*Increased depth of knowledge in common core standards and the Mike Mattos RTI process.

*Teacher preparation and time constraints

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

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

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

OR

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

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

Goal 1:

Program Review to reach an overall score of 3.0 in all Program Review content areas.

Measurable Objective 1:

collaborate to reach a score of 3.0 in K-3 by 06/01/2017 as measured by Program Review Rubric.

Strategy1:

K-3 Improvement Plan - K-3 teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

Category: Continuous Improvement

Research Cited:

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers are provided a super planning day prior to the start of each curriculum cycle.	Professional Learning	08/10/2016	12/15/2017	$4200 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-3 teachers, ECE teachers

Activity - Guided Reading/Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided reading groups on a daily basis. Data will be collected and analyzed to determine next steps of instruction for students. 60% of our K-3 teachers are participating in the first year of the Bellarmine Literacy Project to develop strong literacy skills to implement in their classroom.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-3 teachers, and ECE teachers

Goal 2:

Okolona Elementary will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to implement the PGES components by 06/01/2017 as measured by as measured by growth plan, growth goal, student voice, and reflection data..

Strategy1:

Data Collection - Individual classroom teacher data will be analyzed to determine teacher effectiveness.

Category: Teacher PGES

Research Cited: Danielson

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of assessments to determine student growth goals and progress toward those goals.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Downs

Activity - Student Voice Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third, fourth and fifth grade will complete a short survey about their teacher. Results will be provided to the teacher and discussed during the summative evaluation and/or staff meeting.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Bennett, Bischoff, Stearman

Strategy2:

Professional Learning - Review all components of TPGES at the beginning of the year and complete required parts throughout the year.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal, as well as peer observers, will conduct full, mini and/or peer observations during the 2016-2017 school year for all teachers.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Bozarth, Henry

Activity - Teacher Leader Training on PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers leaders will recieve professional development on the PGES components and expectations and be a resource for their peers.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Downs, Bennett, Henry, Bozarth, Hetzel

Goal 3:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do). This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630 - Title I Schoolwide	Stearman, Bischoff, Hetzel and K-5 teachers

Strategy2:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600 - General Fund	Downs, Sponsler, Hetzel

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Goal 4:

65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, Hetzel

Activity - Increased Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600 - General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy2:

Math Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data.

Teachers will align their instruction according to district pacing and curriculum cycles, while using Go Math to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Go Math

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Karen Stearman (principal), Stacey Bischoff (assistant principal), and a sampling of 15 participants: 7 certified teachers, 3 classified staff members, and 5 parents.

Relationship Building

Overall Rating: 3.43

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

Communications

Overall Rating: 3.29

	Statement or Question	**Response**	**Rating**
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	**Response**	**Rating**
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

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

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

	Statement or Question	**Response**	**Rating**
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

Overall Rating: 3.14

	Statement or Question	**Response**	**Rating**
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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**
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	**Response**	**Rating**
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

	Statement or Question	**Response**	**Rating**
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Advocacy

Overall Rating: 3.17

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.0

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

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

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

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

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

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

Community Partnerships

Overall Rating: 3.33

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

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

Reflection

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

One area of strength is relationship building with our families. The teamwork by the school staff to remove barriers to learning is commendable. Increased communication with parents/guardians through our Monday Folders, school website, Facebook page, Twitter, and newsletter helps to inform parents of both student learning and school activities. To sustain this area of strength we will continue to be a warm and inviting school to families and will do whatever it takes to support them.

Although we have grown in parental support in decision making and building community partnerships, we still need to continue to improve in this area. We will continue to encourage our parents to be actively involved in running and voting for SBDM parent elections and encourage participation in school committees. Our plan is to continue to reach out to our community businesses to develop partnerships to support academic achievement. In addition, it is our hope to provide various opportunities for parent training.

Report Summary

Scores By Section

Section Score

SY 2016-2017
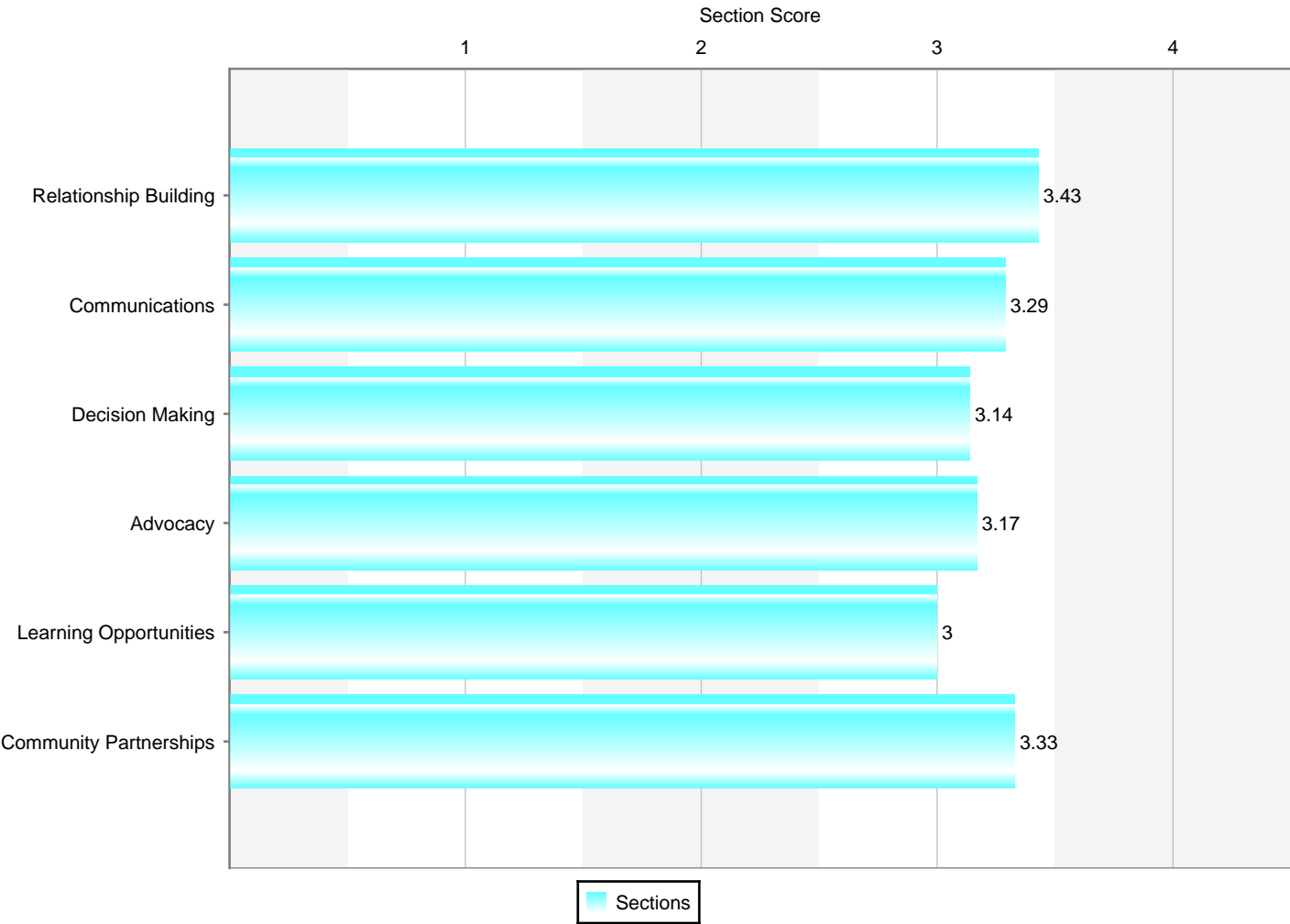
Improvement Plan Stakeholder Involvement

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.

Stakeholders were involved in the development and revisions of the Comprehensive School Improvement Plan (CSIP). Data from the School Report Card and Tell Survey were used to develop goals for the CSIP. Teachers reviewed the plan to determine activities to continue that were promoting student achievement during a staff meeting. Members of the Instructional Leadership team reviewed components of the plan and gave their input. In addition, each component of the plan was reviewed to gain input from various stakeholders. A sampling of both certified and classified staff, as well as parents, gave input on The Missing Piece. After members of the SBDM Council reviewed all of the components and gave their feedback, the final CSIP was approved.

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

Certified staff, classified staff, and parents were involved in the development of the 2016-2017 Comprehensive School Improvement Plan (CSIP). The administration team analyzed data from the School Report Card and TELL Survey and presented the findings to various stakeholders. This led to a discussion of strategies and activities already in place and additional strategies and activities that could help us reach our goal. Feedback from the school community led to a final CSIP which was presented to the staff and SBDM Council for approval.

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

Stakeholders involved in the process of determining strategies and activities were notified of changes at each stage during the development of the Comprehensive School Improvement Plan (CSIP). Once finalized, a link to the plan is added to our school's website so interested stakeholders can review the plan at any time. During staff meetings and PLC throughout the year, we will discuss progress towards meeting our goals. In addition, the SBDM Council will discuss student progress at monthly meetings.

Phase I - Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Which specific content area(s) of instruction should Okolona focus to improve student achievement?

Looking closely at subgroups, which specific subgroups of students should be the focus?

What does the data of these subgroups tell us and how can we address gap groups to close the achievement gap?

What do we need to do as a school to decrease the percent of Novice students in 4th and 5th grade reading?

How can we improve our writing and language mechanics scores overall?

How can we sustain and continue to gain growth in math?

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?

According to KPREP data, we increased our percent of P/D in reading by 3%.

According to KPREP data, we increased our percent of P/D in math by 12.7%.

According to KPREP data, we decreased our percent of Novice in reading by 2.1%.

According to KPREP data, we decreased our percent of Novice in math by 6%.

According to KPREP data, we increased P/D in our overall gap in math by 12.1%.

According to KPREP data, we increased P/D in our non-gap group in math by 20.2%.

According to KPREP data, we increased P/D in our overall gap group in reading by 4%.

Opportunities for Improvement

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

According to KPREP data, Okolona went from 34.7 (2015) to 7.7 (2016) in P/D in writing. This is a decrease of 27%. Okolona is in the process of purchasing a K-5 Writing Program as a resource for teachers to use.

According to KPREP data, Okolona went from 49 (2015) to 41 (2016) in P/D in Social Studies. This is a decrease of 8%. The district SS resource teacher collaborates with our 5th grade teachers each Cycle to develop project based learning activities.

Our data shows that we need to decrease Novice with our ECE population. In reading and math, we have 63.2% Novice. This is an increase from the previous years KPREP data. One of our ECE teacher is enrolled in the Bellarmine Literacy Project to develop instructional pedagogy in literacy.

Although data reports show that we are narrowing the achievement gap with our African American students, we still have 41.7% Novice in reading and 36.1% in Math. We hired a Certified Math Interventionist to work with small groups of students on a daily basis. Also, a Reading Specialist is working with students who need additional support in reading.

Conclusion

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

We continue to review data to determine next steps in addressing core instruction. Again this year our focus in on Core Instruction and planning engaging lessons to help our students learn essential skills. After taking a team to Mike Mattos' RTI workshop, we are identifying essential standards at each grade level, developing common assessments, and strategically looking at data to determine Tier 2 interventions. 60% of our primary teachers are participating in the Bellarmine Literacy Project to improve their core instruction in literacy for our primary learners. Students who need additional support in math receive small group instruction from a certified teacher. We will continue to use our newly adopted Go Math program as our core instruction tool for math. Reading assessment data is used to determine flexible groups to meet the needs of all students. Moby Max computer intervention is used to supplement both math and reading instruction. These strategies above support all of our GAP students to reduce Novice and increase student achievement.

2016-2017 Okolona CSIP

Overview

Plan Name

2016-2017 Okolona CSIP

Plan Description

The CSIP encompasses the direction in which the school is moving for the 2016-2017 school year. The school improvement plan has goals, objectives, strategies and activities that will implemented to improve proficiency for all students.

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	Program Review to reach an overall score of 3.0 in all Program Review content areas.	Objectives: 4 Strategies: 4 Activities: 16	Organizational	$190452
2	Okolona Elementary will fully implement the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0
3	Okolona will use Instructional Resources to develop teacher core instruction in writing to increase student achievement in writing.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$27348
4	69.2% of students will demonstrate increased proficiency in Reading by 2019.	Objectives: 3 Strategies: 7 Activities: 33	Academic	$423883
5	65.8% of students will demonstrate increased proficiency in Math by 2019.	Objectives: 3 Strategies: 7 Activities: 22	Academic	$87400
6	61.8% of students will demonstrate increased proficiency in Writing by 2019.	Objectives: 2 Strategies: 2 Activities: 6	Academic	$10390
7	71.3% of students will demonstrate increased proficiency in Social Studies by 2019.	Objectives: 2 Strategies: 2 Activities: 4	Academic	$6950
8	25% of 4th grade students will demonstrate increased proficiency in Science by 2019.	Objectives: 2 Strategies: 2 Activities: 6	Academic	$62737

Goal 1: Program Review to reach an overall score of 3.0 in all Program Review content areas.

Measurable Objective 1:

collaborate to reach a 3.0 score in Writing by 06/01/2017 as measured by Program Review Rubric.

Strategy 1:

Writing Improvement Plan - Teachers will work together to improve the development of writing skills for all students. Teachers will reflect and share writing strategies with colleagues at Staff Meetings.

Category: Continuous Improvement

Research Cited: DuFours, Stiggins, Lucy Calkins

Activity - Collaborative Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student writing to determine steps for instruction.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE Teachers

Activity - Schoolwide On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will give an On-Demand writing prompt 3 times each year. Teachers will analyze student writing according to a rubric. Next steps for instruction will be determined based on findings.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student has a writing folder in which to keep selected writing pieces for Writing to Learn, Writing to Demonstrate Learning and Writing to Publish.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Schoolwide Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will have a scheduled block of time to teach writing using an adopted researched based Writing Program. Each teacher will teach the writing traits at each grade level to develop student writing skills.	Academic Support Program	08/10/2016	12/15/2017	$10176	Text Books	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Measurable Objective 2:

collaborate to reach a 3.0 score in Arts and Humanities by 06/01/2017 as measured by Program Review Rubric.

Strategy 1:

Arts and Humanities Improvement Plan - Teachers will collaborate with the music teacher and teammates to increase academic awareness in the Arts.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Arts and Humanities Assurance Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The music and classroom teachers will incorporate the arts into daily/weekly lesson plans. This will be monitored through lesson plans review and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Dr. LeBlanc, K-5 teachers, ECE teachers

Activity - Okolona Extracurriculars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intermediate students have the opportunity to participate in the Okolona Choir and/or Band and Orchestra instruction. Also, Young Rembrandts is a club that teaches drawing.	Extra Curricular	08/10/2016	12/15/2017	$675	FRYSC	Orchestra teacher, Band teacher, Dr. LeBlanc

Activity - Arts Grants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 5 X 5 grant will provide funding for all students in all grade levels to attend Arts field trips. Okolona's Arts and Humanities program will be enhanced through writing grants for artist in residence to work with students as they create performances and products.	Community Engagement	08/10/2016	12/15/2017	$0	Grant Funds	Hetzel, Dr. LeBlanc, Community Partnerships

Measurable Objective 3:

collaborate to reach a 3.0 score in Practical Living by 06/01/2017 as measured by Program Review Rubric.

Strategy 1:

Practical Living Improvement Plan - Teachers will work together with the PE teacher to improve Practical Living and Career Studies across the curriculum.

Category: Continuous Improvement

Research Cited: Compassionate School Project control group

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Guidance Counselor will design a Career Day for all students to learn about various careers.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Reuther

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Activity - Wellness Assurance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in moderate to vigorous physical activity with their classroom teacher for 30 minutes each day. Examples include: classroom exercise programs, classroom yoga, GoNoodle, playground and fitness equipment and walking the track.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 Teachers

Activity - Physcial Education/Practical Living Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher was hired to provide PE/practical living instruction to students 1-2 days each week.	Academic Support Program	08/10/2016	12/15/2017	$38621	District Funding, General Fund	Owen

Activity - Fruits and Vegetables Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided a fresh fruit/vegetable snack 3 days each week. Teachers are provided information about the fruit/vegetable to share with students to promote healthy eating.	Other - Federal Program	08/10/2016	12/15/2017	$0	No Funding Required	Family Resource Coordinator, Cafeteria Staff, HS-5 teachers

Activity - Okolona Extracurricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in multiple extracurricular activities including Girls on the Run, Cheerleading, Basketball, Sports Stacking Club, Tae Kwon Do, 4-H Fun with Foods. These activities build self esteem, promote physical activity and build community within the school.	Extra Curricular	08/10/2016	12/15/2017	$1625	FRYSC	FRYSC, Girls on the Run Coaches, Basketball and Cheerleading Coaches

Measurable Objective 4:

collaborate to reach a score of 3.0 in K-3 by 06/01/2017 as measured by Program Review Rubric.

Strategy 1:

K-3 Improvement Plan - K-3 teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

Category: Continuous Improvement

Activity - Tier I Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers collaborate with teammates to determine essential standards for their grade level to develop core instruction for all students. Common assessments are developed to determine Tier 2 interventions. | Academic Support Program | 08/10/2016 | 12/15/2017 | $0 | No Funding Required | Stearman, Bischoff, Hetzel, K-3 teachers, and ECE Teachers |

Activity - Guided Reading/Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement guided reading groups on a daily basis. Data will be collected and analyzed to determine next steps of instruction for students. 60% of our K-3 teachers are participating in the first year of the Bellarmine Literacy Project to develop strong literacy skills to implement in their classroom.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, K-3 teachers, and ECE teachers

Activity - Super Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers are provided a super planning day prior to the start of each curriculum cycle.	Professional Learning	08/10/2016	12/15/2017	$4200	Title I Schoolwide	Stearman, Bischoff, Hetzel, K-3 teachers, ECE teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$135155	District Funding, Read to Achieve, District Funding, Title I Schoolwide, Other	Reading Recovery Teachers

Goal 2: Okolona Elementary will fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to implement the PGES components by 06/01/2017 as measured by as measured by growth plan, growth goal, student voice, and reflection data..

Strategy 1:

Professional Learning - Review all components of TPGES at the beginning of the year and complete required parts throughout the year.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson

Activity - Teacher Leader Training on PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers leaders will recieve professional development on the PGES components and expectations and be a resource for their peers.	Professional Learning	08/10/2016	12/15/2017	$0	No Funding Required	Downs, Bennett, Henry, Bozarth, Hetzel

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal, as well as peer observers, will conduct full, mini and/or peer observations during the 2016-2017 school year for all teachers.	Professional Learning	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Bozarth, Henry

Strategy 2:

Data Collection - Individual classroom teacher data will be analyzed to determine teacher effectiveness.

Category: Teacher PGES

Research Cited: Danielson

Activity - Student Voice Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in third, fourth and fifth grade will complete a short survey about their teacher. Results will be provided to the teacher and discussed during the summative evaluation and/or staff meeting.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Bennett, Bischoff, Stearman

Activity - Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the results of assessments to determine student growth goals and progress toward those goals.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Downs

Goal 3: Okolona will use Instructional Resources to develop teacher core instruction in writing to increase student achievement in writing.

Measurable Objective 1:

increase student growth in writing by purchasing a researched based Writing Program using the Instructional Resource funds by 06/01/2017 as measured by student work samples in their Writing Portfolio. This Writing Program will help develop teacher pedogogy and give student access to quality writing instruction..

Strategy 1:

Schoolwide Writing Block - The GCC and each grade level teams will work together to implement the new Writing Program daily during a scheduled writing block.

Category: Professional Learning & Support

Research Cited: Traits of Writing

Activity - Research Available Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Leadership Team will research available writing resources and textbooks to meet the needs of Okolona students.	Academic Support Program	08/10/2016	12/15/2017	$10974	Text Books	Stearman, Bischoff, Hetzel, ILT, K-5 teachers, ECE teachers

Activity - Purchase Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase a Writing Program after reviewing options.	Academic Support Program	08/10/2016	12/15/2017	$10974	Text Books	Stearman, Bischoff, Hetzel, K-5 teachers

Strategy 2:

Equitable Access - Okolona will ensure all students have sufficient access to standards-aligned instructional materials and textbooks including those in print and digital formats.

Category: Continuous Improvement

Activity - Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All textbooks and instructional materials will be inventoried yearly to determine number to be replaced and reordered.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Bischoff

Activity - Licenses for Web-Based Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Moby Max license and other subscriptions for web-based instructional support.	Technology	08/10/2016	12/15/2017	$5400	Title I Schoolwide	Stearman, Bischoff, McGee

Goal 4: 69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy 1:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630	Title I Schoolwide	Stearman, Bischoff, Hetzel and K-5 teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to write during reading workshop. This will be monitored by evidence of student notebooks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, Stearman, Bischoff, Hetzel

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers

Activity - Super Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do) and essential standards. This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000	Title I Schoolwide	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers

Activity - Essential Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After taking a leadership team to the RTI professional development with Mike Mattos, intentional work to develop core instruction will be a focus. Each grade level team will develop essential standards and common assessments to address Tier 2 needs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Stearman, Hetzel , K-5 teachers, ECE teachers

Strategy 2:

Curriculum/Assessment Alignment - Curriculum will be researched based, rigorous, and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will take JCPS and/or teacher made diagnostic and proficiency assessments in reading to determine areas of strength and need based on the KCAS for reading. Data will be monitored through weekly PLCs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, 3-5 teachers

Activity - KCAS ELA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose curriculum materials including Scholastic Guided Reading, Leveled Literacy, Literacy by Design, Chapter Books to address all literacy standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the literacy standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| K-2 teachers will track reading level data from benchmark reading assessment (Running Records and/or Next Step in Guided Reading) on student data boards. This will be monitored by the completion of the reading assessment and the data boards. | Academic Support Program | 08/10/2016 | 12/15/2017 | $0 | No Funding Required | Stearman, Bischoff, Hetzel, ECE teachers, K-2 teachers |

Strategy 3:

Parental Involvement - Parents will be kept informed of KCAS ELA standards required for their student's grade level as well as current literacy units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000	Title I Schoolwide	Okolona Staff

Activity - Literacy/Classroom Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCPS Literacy Newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that will be taught. Teachers turn newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0	No Funding Required	K-5 Classroom Teachers

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$666	General Fund	Stearman and Bischoff

Activity - Kindergarten Ready Fest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data. | Parent Involvement | 08/10/2016 | 12/15/2017 | $215 | FRYSC | Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers |

Activity - School Website/Facebook/Twitter/Marquee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Okolona will update the school web page, Facebook, Twitter, and the marquee at the road to inform parents of school activities and events.	Parent Involvement	08/10/2016	12/15/2017	$0	No Funding Required	Bischoff, Corus, Stearman

Strategy 4:

Literacy Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results

of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score proficient or distinguished on district reading assessments are recognized on a bulletin board in the hallway and at the end of the each grading period in an awards ceremony by grade levels. All 3rd-5th grade proficient/distinguished reading students are given a special treat/prize when the principal visits the classroom after the proficiency is given. This will be measured by updating the hallway displays.	Academic Support Program	08/10/2016	12/15/2017	$0	General Fund	Stearman, Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in 3rd-5th grade has a Proficiency Tracker for district reading assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self assess setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	3rd-5th Classroom Teachers

Strategy 5:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600	General Fund	Downs, Sponsler, Hetzel

Activity - Reading Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Measurable Objective 2:

57% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Reading by 06/01/2017 as measured by KPREP.

Strategy 1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, Dufour

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$124000	Read to Achieve, District Funding	Durbin and Henry

Activity - Small, skill based focus groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 Teachers, ECE teachers, K assistants

Activity - Tiger Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second, third, fourth, and fifth grade students that need additional support to master reading skills will receive targeted small group instruction based instruction during our tiger time block. Tiger time is monitored through common assessment data.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Okolona Staff

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Activity - Tier Boxes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students were tiered using reading benchmark data, common formative assessments, district assessments, and KPREP data. Students identified as Tier II and Tier III are receiving additional support from a certified teacher. Monitored through weekly PLC data discussions, intervention tab., and student data.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, Hetzel, Stearman, Bischoff

Activity - Tiger Pals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students are intentionally connected with a positive adult role model in the building to eliminate barriers to learning. Tiger Pals will be monitored through counselor data.	Behavioral Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Reuther

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower teacher-student ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, Running Records, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000	District Funding	Gramig, Bennett, Shortridge

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services and student incentives to promote regular attendance. The committee will monitor the attendance of students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Schlatter, Hazel, Corus

Activity - Perfect Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have perfect attendance during each nine week grading period will receive a food certificate and have their picture posted on the bulletin board in the cafeteria. These students are recognized at a cycle awards program.	Recruitment and Retention	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, McGee, Schlatter

Activity - Student Success Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student success coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.	Behavioral Support Program	08/10/2016	12/15/2017	$24164	District Funding	Baker

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in reading.	Academic Support Program	08/10/2016	12/15/2017	$700	Title I Schoolwide	Dawson, K-5 classroom teachers, ECE teachers

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy 1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A trained Reading Recovery teacher will provide intensive reading instruction to small groups of 3rd, 4th and 5th grade students on a daily basis who are novice. This will be monitored by running records and anecdotal notes.	Academic Support Program	08/10/2016	12/15/2017	$62000	District Funding	Henry and Durbin

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower student-teacher ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000	District Funding	Gramig, Bennett, Shortridge

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional assistant will support novice first grade students on a daily basis to develop emergent reading skills. This will be monitored by DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$23156	General Fund	Downs, Sponsler, Denzik

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752	Grant Funds	Pitts, Alford, Kusinski, Wolfe

Activity - 1st Grade Reading Intervention Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A 50 minute targeted small group based on reading level has been implemented to support struggling readers. This will be monitored DRA, Running Records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Downs, Sponsler, Dawson, Glass, Henry, Durbin

Goal 5: 65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy 1:

Math Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using Go Math to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Go Math

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Math Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided daily common core math instruction implementing Go Math using a math workshop format. This includes crafting, composing and reflection. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Writing in Math Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to write during math workshop and/or during centers. This will be monitored by evidence of student math notebooks, center activities and walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Go Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Go Math as the core math program and will supplement as necessary to meet all the Mathematics standards. Go Math manipulatives will be used enhance core instruction. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy 2:

Curriculum/Assessment Alignment - Curriculum will be research based, rigorous and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will take JCPS and/or common diagnostic and district proficiency assessments in math to determine areas of strength and need based on the KCAS for math. Data will be monitored through weekly PLC.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS Math Standards/Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose curriculum materials, including Go Math, to address all math standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the math standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Progress Monitoring Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student data from teacher-created common assessments, CASCADE reports from district math diagnostics and proficiencies and to track each student's progress in math throughout the year. This will be monitored by teachers meeting frequently to analyze the data.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Implementation of KUDs (Knowledge, Understand, Do)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional focus on the common core math standards was completed last school year. KUDs (Knowledge, Understand, Do) were developed for each grading period to develop core instruction in math. This will be monitored through the created calendar, listing the standards taught, and formative assessments given through the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy 3:

Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as current math units and

concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000	Title I Schoolwide	Okolona Staff

Activity - Math/Classroom Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JCPS math newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that were taught. Teachers turn class newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0	No Funding Required	K-5 classroom teachers

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$600	Other	Stearman, Bischoff, Hetzel, Reuther,

Strategy 4:

Math Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results of

assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who score proficient or distinguished on district proficiency math assessments are recognized on a bulletin board in the hallway and at the end of each grading period in an awards ceremony by grade levels. All 3-5 grade proficient/distinguished math students are given a special treat/prize when the assistant principal visits the classroom after the proficiency is given. This is monitored through updates on the hall bulletin board.	Academic Support Program	08/10/2016	12/15/2017	$0	General Fund	Stearman and Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student in 3rd-5th grade has a proficiency tracker for district math assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self-assess, setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	3rd-5th grade classroom teachers

Strategy 5:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Increased Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600	General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0	No Funding Required	Neuhauser, Miles, Hetzel

Measurable Objective 2:

51% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy 1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - Small, skill-based focus groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are struggling with math receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, ECE teachers, K assistants, Denzik, Bozarth

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math students were tiered using common formative assessments, district assessments and KPREP data. Students identified as Tier II and Tier III are receiving additional support. This will be monitored through weekly PLC data discussions.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, K-5 teachers, Bozarth

Activity - Hands-On Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Go Math manipulatives and other tools to increase student achievement as they move from concrete to abstract learning. Students will work in cooperative learning groups to strengthen problem-solving skills. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, ECE teachers, Bozarth

Activity - Morning Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected Tier II and Tier III math students will participate in a before school program using math technology to increase student achievement. This will be monitored through student attendance and data.	Academic Support Program	08/10/2016	12/15/2017	$3000	State Funds	Dawson

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will increase student growth by reducing the percentage of students scoring novice from 25% to 22.5% in Mathematics by 06/01/2017 as measured by KPREP.

Strategy 1:

Novice Reduction - There will be a deliberate focus on novice student data by teachers in PLC to improve student achievement to proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Certified Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A certified math interventionist will provide intensive math instruction to small groups of 3-5th grade students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessments. | Academic Support Program | 08/10/2016 | 12/15/2017 | $62000 | General Fund | Bozarth |

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 instructional assistance provide intensive math instruction to small groups of students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessment data.	Academic Support Program	08/10/2016	12/15/2017	$20200	State Funds	K-2 Instructional Assistants

Activity - Small Skill Based Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and support staff will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering math concepts. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, K-5 teachers, ECE Teachers

Goal 6: 61.8% of students will demonstrate increased proficiency in Writing by 2019.

Measurable Objective 1:

47% of Fifth grade students will demonstrate a proficiency in On-Demand Writing in Writing by 06/01/2017 as measured by KPREP.

Strategy 1:

Writing Initiative - Teachers will collaborate in grade level teams to plan instruction, design common writing prompts, and analyze student writing. Teachers will align their instruction according to district pacing and curriculum cycles, while using writing to learn, writing to demonstrate learning, and writing to publish.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Writing Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have a designated writing block in their schedule each day. This allows teachers to have an intentional time focused to the craft of writing. This will be monitored by class schedules.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, ECE teachers

Activity - Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A writing program was adopted to increase student achievement in the area of writing. Teachers will implement the program and use it with fidelity daily during their writing.	Academic Support Program	08/10/2016	12/15/2017	$10390	Title I Schoolwide, Text Books	K-5 Classroom Teachers, ECE teachers

Activity - RAE Graphic Organzier	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide model for answering short answer and/or extended response questions using RAE- Restate, Answer, Explain will be implemented. This will be monitored by student work samples.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 classroom teachers, ECE teachers

Measurable Objective 2:

48% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Writing by 06/01/2017 as measured by KPREP.

Strategy 1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - School-Wide On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide writing prompt is given to students three times each year. Each time, the students are given the prompt without any instruction. Students complete the prompt and teachers get in grade level teams to analyze the writing. Teachers develop next steps for instruction and implement the instruction. This is monitored through walk-throughs and principal collection of student writing.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Analysis of Student Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers analyze student writing to identify students needing assistance and writing standards that need to be retaught. Student growth in writing will be analyzed using the school-wide on-demand writing prompts. This is monitored through PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - 5th Grade Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students are assigned to small writing focus groups based on instructional areas of need (audience, purpose, etc..) These small groups will meet daily in April/May to fine tune these instructional areas that haven't been mastered throughout the year. This is monitored through writing data.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Stearman, Bischoff, Hetzel, Neuhauser, Miles

Goal 7: 71.3% of students will demonstrate increased proficiency in Social Studies by 2019.

Measurable Objective 1:

60% of Fifth grade students will demonstrate a proficiency in the Common Core Standards in Social Studies by 06/01/2017 as measured by KPREP.

Strategy 1:

Social Studies Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, DuFour, Stiggins

Activity - Core Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Social Studies/History Alive, JCPS Units of Study and will supplement from other resources as needed. This will be monitored by walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Neuhauser, Miles, McGrath

Activity - Project Based Learning/Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in field trips and project based learning experiences to reinforce Social Studies content (Wax Museum, Farnsley Moorman Field trip, JA Biztown, etc...) This will be monitored through student projects and field trip reservation forms.	Field Trip, Academic Support Program	08/10/2016	12/15/2017	$6950	General Fund	Neuhauser, Miles

Activity - Social Studies Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade teachers will meet with a district Social Studies resource teacher before the start of each grading period to plan units of study. This will be done during grade level super planning. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Neuhauser, Miles, McGrath

Measurable Objective 2:

53% of Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Social Studies by 06/01/2016 as measured by KPREP.

Strategy 1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - Engaging Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| With the help of a district Social Studies resource teacher, students will be provided engaging lessons and project-based lessons to promote higher levels of achievement. This will be monitored by walk-throughs, TPGES observations and lesson plans. | Academic Support Program | 08/10/2016 | 12/15/2017 | $0 | No Funding Required | Neuhauser, Miles, McGrath |

Goal 8: 25% of 4th grade students will demonstrate increased proficiency in Science by 2019.

Measurable Objective 1:

22% of Fourth grade students will demonstrate a proficiency in NGSS in Science by 06/01/2017 as measured by CASCADE data.

Strategy 1:

Science Initiative - Teachers will collaborate in grade level teams along with the Science Lab teacher to plan instruction, common district assessments, and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided instruction.

Category: Continuous Improvement

Research Cited: NGSS, DuFour, Stiggins

Activity - Core Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science lab teacher will use FOSS and Delta science kits to teach the science NGSS outlined on grade level curriculum maps in the Science Lab. Kindergarten-5th grade teachers will support science lab instruction through intentional teaching of science vocabulary. NGSS standards will be monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 teachers, Glass

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 attend the science lab one time each week as an additional support to the NGSS being taught in the classroom. This is monitored through the master schedule.	Academic Support Program	08/10/2016	12/15/2017	$62000	General Fund	K-5 teachers, Glass

Activity - Science Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a science notebook for writing to demonstrate learning in science concepts, standards, and learning targets. This is monitored through walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$737	General Fund	K-5 teachers, Glass

Measurable Objective 2:

64% of Fourth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in NGSS in Science by 06/01/2016 as measured by CASCADE.

Strategy 1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Activity - Science Module Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science lab teacher will align instruction according to the JCPS pacing and curriculum guides, while utilizing the FOSS science modules to support hands-on experiential learning. This is monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Glass

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will support science lab instruction through intentional teaching of science vocabulary from NGSS standards to increase student knowledge of science. This is monitored through walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	K-5 Teachers, Glass

Activity - Science Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Lab teacher and 3-5 classroom teachers will use district proficiency assessments to determine student strengths and areas of need. Teams will analyze the results of the assessments to determine which students and learning targets need to be retaught. This is monitored through Science data.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	3-5 Teachers, Glass

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$9989	Reading Recovery Teachers
Reading Recovery	Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$29160	Reading Recovery Teachers
Reading Recovery	First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$62000	Durbin and Henry
Reading Demonstration Room	To ensure all students enter third grade on level, teachers in second grade will have lower teacher-student ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, Running Records, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000	Gramig, Bennett, Shortridge
Physcial Education/Practical Living Teacher	A certified teacher was hired to provide PE/practical living instruction to students 1-2 days each week.	Academic Support Program	08/10/2016	12/15/2017	$6437	Owen
Reading Interventionist	A trained Reading Recovery teacher will provide intensive reading instruction to small groups of 3rd, 4th and 5th grade students on a daily basis who are novice. This will be monitored by running records and anecdotal notes.	Academic Support Program	08/10/2016	12/15/2017	$62000	Henry and Durbin
Student Success Coach	The student success coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.	Behavioral Support Program	08/10/2016	12/15/2017	$24164	Baker
Reading Demonstration Room	To ensure all students enter third grade on level, teachers in second grade will have lower student-teacher ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000	Gramig, Bennett, Shortridge
				Total	$317750	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiger Time	Second, third, fourth, and fifth grade students that need additional support to master reading skills will receive targeted small group instruction based instruction during our tiger time block. Tiger time is monitored through common assessment data.	Academic Support Program	08/10/2016	12/15/2017	$0	Okolona Staff
Writing in Reading Content Area	Teachers will provide opportunities for students to write during reading workshop. This will be monitored by evidence of student notebooks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, Stearman, Bischoff, Hetzel
Diagnostic and Proficiency Assessments	Students in grades K-5 will take JCPS and/or common diagnostic and district proficiency assessments in math to determine areas of strength and need based on the KCAS for math. Data will be monitored through weekly PLC.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Progress Monitoring	K-2 teachers will track reading level data from benchmark reading assessment (Running Records and/or Next Step in Guided Reading) on student data boards. This will be monitored by the completion of the reading assessment and the data boards.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-2 teachers
Reading Support	The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, Durbin, Henry
5th Grade Focus Groups	Fifth grade students are assigned to small writing focus groups based on instructional areas of need (audience, purpose, etc..) These small groups will meet daily in April/May to fine tune these instructional areas that haven't been mastered throughout the year. This is monitored through writing data.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, Neuhauser, Miles
Math Workshop	All students are provided daily common core math instruction implementing Go Math using a math workshop format. This includes crafting, composing and reflection. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Small, skill based focus groups	Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 Teachers, ECE teachers, K assistants

Schoolwide On-Demand Writing Prompts	Each grade level will give an On-Demand writing prompt 3 times each year. Teachers will analyze student writing according to a rubric. Next steps for instruction will be determined based on findings.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
Social Studies Planning	Fifth grade teachers will meet with a district Social Studies resource teacher before the start of each grading period to plan units of study. This will be done during grade level super planning. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Neuhauser, Miles, McGrath
Fruits and Vegetables Program	Students are provided a fresh fruit/vegetable snack 3 days each week. Teachers are provided information about the fruit/vegetable to share with students to promote healthy eating.	Other - Federal Program	08/10/2016	12/15/2017	$0	Family Resource Coordinator, Cafeteria Staff, HS-5 teachers
1st Grade Reading Intervention Block	A 50 minute targeted small group based on reading level has been implemented to support struggling readers. This will be monitored DRA, Running Records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	Downs, Sponsler, Dawson, Glass, Henry, Durbin
Assessment Literacy	GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0	Neuhauser, Miles, Hetzel
Observations	The principal and assistant principal, as well as peer observers, will conduct full, mini and/or peer observations during the 2016-2017 school year for all teachers.	Professional Learning	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Bozarth, Henry
Tier I Instruction	Teachers collaborate with teammates to determine essential standards for their grade level to develop core instruction for all students. Common assessments are developed to determine Tier 2 interventions.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-3 teachers, and ECE Teachers
KCAS ELA Standards	Teachers will choose curriculum materials including Scholastic Guided Reading, Leveled Literacy, Literacy by Design, Chapter Books to address all literacy standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the literacy standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Essential Standards	After taking a leadership team to the RTI professional development with Mike Mattos, intentional work to develop core instruction will be a focus. Each grade level team will develop essential standards and common assessments to address Tier 2 needs.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Stearman, Hetzel , K-5 teachers, ECE teachers
Small, skill-based focus groups	Students that are struggling with math receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, ECE teachers, K assistants, Denzik, Bozarth
Writing Block	All teachers have a designated writing block in their schedule each day. This allows teachers to have an intentional time focused to the craft of writing. This will be monitored by class schedules.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, ECE teachers
Tiger Pals	At-risk students are intentionally connected with a positive adult role model in the building to eliminate barriers to learning. Tiger Pals will be monitored through counselor data.	Behavioral Support Program	08/10/2016	12/15/2017	$0	Reuther
Wellness Assurance	Students will participate in moderate to vigorous physical activity with their classroom teacher for 30 minutes each day. Examples include: classroom exercise programs, classroom yoga, GoNoodle, playground and fitness equipment and walking the track.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 Teachers
Go Math Program	Teachers will use Go Math as the core math program and will supplement as necessary to meet all the Mathematics standards. Go Math manipulatives will be used enhance core instruction. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Analysis of Student Writing	Teachers analyze student writing to identify students needing assistance and writing standards that need to be retaught. Student growth in writing will be analyzed using the school-wide on-demand writing prompts. This is monitored through PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
KCAS Math Standards/Manipulatives	Teachers will choose curriculum materials, including Go Math, to address all math standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the math standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Science Vocabulary	Teachers will support science lab instruction through intentional teaching of science vocabulary from NGSS standards to increase student knowledge of science. This is monitored through walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 Teachers, Glass
Perfect Attendance	Students who have perfect attendance during each nine week grading period will receive a food certificate and have their picture posted on the bulletin board in the cafeteria. These students are recognized at a cycle awards program.	Recruitment and Retention	08/10/2016	12/15/2017	$0	Stearman, Bischoff, McGee, Schlatter

RAE Graphic Organzier	A school-wide model for answering short answer and/or extended response questions using RAE- Restate, Answer, Explain will be implemented. This will be monitored by student work samples.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 classroom teachers, ECE teachers
Writing Folders	Each student has a writing folder in which to keep selected writing pieces for Writing to Learn, Writing to Demonstrate Learning and Writing to Publish.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
Core Curriculum	The science lab teacher will use FOSS and Delta science kits to teach the science NGSS outlined on grade level curriculum maps in the Science Lab. Kindergarten-5th grade teachers will support science lab instruction through intentional teaching of science vocabulary. NGSS standards will be monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, Glass
Diagnostic and Proficiency Assessments	Students in grades 3-5 will take JCPS and/or teacher made diagnostic and proficiency assessments in reading to determine areas of strength and need based on the KCAS for reading. Data will be monitored through weekly PLCs.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, 3-5 teachers
Small Skill Based Focus Groups	Classroom teachers and support staff will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering math concepts. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, K-5 teachers, ECE Teachers
Hands-On Cooperative Learning	Students will use Go Math manipulatives and other tools to increase student achievement as they move from concrete to abstract learning. Students will work in cooperative learning groups to strengthen problem-solving skills. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, ECE teachers, Bozarth
Career Day	The Guidance Counselor will design a Career Day for all students to learn about various careers.	Academic Support Program	08/10/2016	12/15/2017	$0	Reuther
Student Voice Survey	Students in third, fourth and fifth grade will complete a short survey about their teacher. Results will be provided to the teacher and discussed during the summative evaluation and/or staff meeting.	Academic Support Program	08/10/2016	12/15/2017	$0	Bennett, Bischoff, Stearman
School Website/Facebook/Twitter/Marquee	Okolona will update the school web page, Facebook, Twitter, and the marquee at the road to inform parents of school activities and events.	Parent Involvement	08/10/2016	12/15/2017	$0	Bischoff, Corus, Stearman
Student Growth Goal	Teachers will analyze the results of assessments to determine student growth goals and progress toward those goals.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Downs

Science Formative Assessments	Science Lab teacher and 3-5 classroom teachers will use district proficiency assessments to determine student strengths and areas of need. Teams will analyze the results of the assessments to determine which students and learning targets need to be retaught. This is monitored through Science data.	Academic Support Program	08/10/2016	12/15/2017	$0	3-5 Teachers, Glass
Progress Monitoring Alignment	Teachers will use student data from teacher-created common assessments, CASCADE reports from district math diagnostics and proficiencies and to track each student's progress in math throughout the year. This will be monitored by teachers meeting frequently to analyze the data.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Tier Boxes	All students were tiered using reading benchmark data, common formative assessments, district assessments, and KPREP data. Students identified as Tier II and Tier III are receiving additional support from a certified teacher. Monitored through weekly PLC data discussions, intervention tab., and student data.	Academic Support Program	08/10/2016	12/15/2017	$0	K-5 teachers, Hetzel, Stearman, Bischoff
Tier Boxes	All math students were tiered using common formative assessments, district assessments and KPREP data. Students identified as Tier II and Tier III are receiving additional support. This will be monitored through weekly PLC data discussions.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, K-5 teachers, Bozarth
Math/Classroom Newsletters	JCPS math newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that were taught. Teachers turn class newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0	K-5 classroom teachers
Core Curriculum	Teachers will use Social Studies/History Alive, JCPS Units of Study and will supplement from other resources as needed. This will be monitored by walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Neuhauser, Miles, McGrath
Student Proficiency Tracker	Each student in 3rd-5th grade has a proficiency tracker for district math assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self-assess, setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0	3rd-5th grade classroom teachers
Collaborative Team Meetings	Teachers will analyze student writing to determine steps for instruction.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE Teachers

Literacy/Classroom Newsletters	JCPS Literacy Newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that will be taught. Teachers turn newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0	K-5 Classroom Teachers
Guided Reading/Bellarmine Literacy Project	Teachers will implement guided reading groups on a daily basis. Data will be collected and analyzed to determine next steps of instruction for students. 60% of our K-3 teachers are participating in the first year of the Bellarmine Literacy Project to develop strong literacy skills to implement in their classroom.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, K-3 teachers, and ECE teachers
School-Wide On-Demand Writing Prompts	A school-wide writing prompt is given to students three times each year. Each time, the students are given the prompt without any instruction. Students complete the prompt and teachers get in grade level teams to analyze the writing. Teachers develop next steps for instruction and implement the instruction. This is monitored through walk-throughs and principal collection of student writing.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
Science Module Implementation	The Science lab teacher will align instruction according to the JCPS pacing and curriculum guides, while utilizing the FOSS science modules to support hands-on experiential learning. This is monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Glass
Teacher Leader Training on PGES	Teachers leaders will recieve professional development on the PGES components and expectations and be a resource for their peers.	Professional Learning	08/10/2016	12/15/2017	$0	Downs, Bennett, Henry, Bozarth, Hetzel
Student Proficiency Tracker	Each student in 3rd-5th grade has a Proficiency Tracker for district reading assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self assess setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0	3rd-5th Classroom Teachers
Implementation of KUDs (Knowledge, Understand, Do)	Intentional focus on the common core math standards was completed last school year. KUDs (Knowledge, Understand, Do) were developed for each grading period to develop core instruction in math. This will be monitored through the created calendar, listing the standards taught, and formative assessments given through the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

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PLC	Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
Writing in Math Content Area	Teachers will provide opportunities for students to write during math workshop and/or during centers. This will be monitored by evidence of student math notebooks, center activities and walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Inventory	All textbooks and instructional materials will be inventoried yearly to determine number to be replaced and reordered.	Academic Support Program	08/10/2016	12/15/2017	$0	Bischoff
Arts and Humanities Assurance Checks	The music and classroom teachers will incorporate the arts into daily/weekly lesson plans. This will be monitored through lesson plans review and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Dr. LeBlanc, K-5 teachers, ECE teachers
Guided Reading Groups	During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers
Attendance	The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services and student incentives to promote regular attendance. The committee will monitor the attendance of students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Schlatter, Hazel, Corus
Engaging Lessons	With the help of a district Social Studies resource teacher, students will be provided engaging lessons and project-based lessons to promote higher levels of achievement. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Neuhauser, Miles, McGrath
Reading Workshop	All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
				Total	$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Traits of Writing	A writing program was adopted to increase student achievement in the area of writing. Teachers will implement the program and use it with fidelity daily during their writing.	Academic Support Program	08/10/2016	12/15/2017	$10176	K-5 Classroom Teachers, ECE teachers
Purchase Materials	Purchase a Writing Program after reviewing options.	Academic Support Program	08/10/2016	12/15/2017	$10974	Stearman, Bischoff, Hetzel, K-5 teachers
Research Available Resources	The Instructional Leadership Team will research available writing resources and textbooks to meet the needs of Okolona students.	Academic Support Program	08/10/2016	12/15/2017	$10974	Stearman, Bischoff, Hetzel, ILT, K-5 teachers, ECE teachers
Schoolwide Writing Program	Classroom teachers will have a scheduled block of time to teach writing using an adopted researched based Writing Program. Each teacher will teach the writing traits at each grade level to develop student writing skills.	Academic Support Program	08/10/2016	12/15/2017	$10176	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers
				Total	$42300	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Reading Readiness	Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752	Pitts, Alford, Kusinski, Wolfe
Arts Grants	A 5 X 5 grant will provide funding for all students in all grade levels to attend Arts field trips. Okolona's Arts and Humanities program will be enhanced through writing grants for artist in residence to work with students as they create performances and products.	Community Engagement	08/10/2016	12/15/2017	$0	Hetzel, Dr. LeBlanc, Community Partnerships
				Total	$19752	

Read to Achieve

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

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Reading Recovery	Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$46101	Reading Recovery Teachers
Reading Recovery	First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$62000	Durbin and Henry
				Total	$108101	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Interventionist	An instructional assistant will support novice first grade students on a daily basis to develop emergent reading skills. This will be monitored by DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$23156	Downs, Sponsler, Denzik
Proficiency Assessments	Students who score proficient or distinguished on district proficiency math assessments are recognized on a bulletin board in the hallway and at the end of each grading period in an awards ceremony by grade levels. All 3-5 grade proficient/distinguished math students are given a special treat/prize when the assistant principal visits the classroom after the proficiency is given. This is monitored through updates on the hall bulletin board.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman and Bischoff
Physcial Education/Practical Living Teacher	A certified teacher was hired to provide PE/practical living instruction to students 1-2 days each week.	Academic Support Program	08/10/2016	12/15/2017	$32184	Owen
Science Notebooks	Students will keep a science notebook for writing to demonstrate learning in science concepts, standards, and learning targets. This is monitored through walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$737	K-5 teachers, Glass
Science Lab	Students in grades K-5 attend the science lab one time each week as an additional support to the NGSS being taught in the classroom. This is monitored through the master schedule.	Academic Support Program	08/10/2016	12/15/2017	$62000	K-5 teachers, Glass
Certified Math Interventionist	A certified math interventionist will provide intensive math instruction to small groups of 3-5th grade students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000	Bozarth
Assessment Literacy	GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600	Downs, Sponsler, Hetzel

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Proficiency Assessments	Students who score proficient or distinguished on district reading assessments are recognized on a bulletin board in the hallway and at the end of the each grading period in an awards ceremony by grade levels. All 3rd-5th grade proficient/distinguished reading students are given a special treat/prize when the principal visits the classroom after the proficiency is given. This will be measured by updating the hallway displays.	Academic Support Program	08/10/2016	12/15/2017	$0	Stearman, Bischoff
Project Based Learning/Field Trips	Students will participate in field trips and project based learning experiences to reinforce Social Studies content (Wax Museum, Farnsley Moorman Field trip, JA Biztown, etc...) This will be monitored through student projects and field trip reservation forms.	Field Trip, Academic Support Program	08/10/2016	12/15/2017	$6950	Neuhauser, Miles
Increased Learning	The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers
Stars of Okolona	Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$666	Stearman and Bischoff
				Total	$188893	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stars of Okolona	Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$600	Stearman, Bischoff, Hetzel, Reuther,
Reading Recovery	Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$29160	Reading Recovery Teachers
				Total	$29760	

Comprehensive School Improvement Plan

Okolona Elementary School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$20745	Reading Recovery Teachers
Super Planning	K-3 teachers are provided a super planning day prior to the start of each curriculum cycle.	Professional Learning	08/10/2016	12/15/2017	$4200	Stearman, Bischoff, Hetzel, K-3 teachers, ECE teachers
Family Engagement	A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000	Okolona Staff
Licenses for Web-Based Instructional Materials	Purchase Moby Max license and other subscriptions for web-based instructional support.	Technology	08/10/2016	12/15/2017	$5400	Stearman, Bischoff, McGee
Super Planning	Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do) and essential standards. This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers
Family Engagement	A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000	Okolona Staff
Moby Max	Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in reading.	Academic Support Program	08/10/2016	12/15/2017	$700	Dawson, K-5 classroom teachers, ECE teachers
Traits of Writing	A writing program was adopted to increase student achievement in the area of writing. Teachers will implement the program and use it with fidelity daily during their writing.	Academic Support Program	08/10/2016	12/15/2017	$214	K-5 Classroom Teachers, ECE teachers
PLC	All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630	Stearman, Bischoff, Hetzel and K-5 teachers
				Total	$76889	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Ready Fest	A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data.	Parent Involvement	08/10/2016	12/15/2017	$215	Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers
Okolona Extracurriculars	Intermediate students have the opportunity to participate in the Okolona Choir and/or Band and Orchestra instruction. Also, Young Rembrandts is a club that teaches drawing.	Extra Curricular	08/10/2016	12/15/2017	$675	Orchestra teacher, Band teacher, Dr. LeBlanc
Okolona Extracurricular Activities	Students participate in multiple extracurricular activities including Girls on the Run, Cheerleading, Basketball, Sports Stacking Club, Tae Kwon Do, 4-H Fun with Foods. These activities build self esteem, promote physical activity and build community within the school.	Extra Curricular	08/10/2016	12/15/2017	$1625	FRYSC, Girls on the Run Coaches, Basketball and Cheerleading Coaches
				Total	$2515	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Assistant	K-2 instructional assistance provide intensive math instruction to small groups of students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessment data.	Academic Support Program	08/10/2016	12/15/2017	$20200	K-2 Instructional Assistants
Morning Math Intervention	Selected Tier II and Tier III math students will participate in a before school program using math technology to increase student achievement. This will be monitored through student attendance and data.	Academic Support Program	08/10/2016	12/15/2017	$3000	Dawson
				Total	$23200	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The principal, assistant principal, GCC, and certified staff members reviewed school data to determine needs for the upcoming school year. We looked at current and past academic achievement scores in each area to determine the needs and make appropriate changes.	

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	Okolona has an intentional focus to improve core teaching practices with minimal instructional time lost, providing additional support for all students. A school-wide math program (Go Math) was adopted by the school, with implementation beginning Fall 2015. Traits of Writing was adopted by the staff in the Fall 2016 to strengthen the core writing program.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	A Kindergarten Readiness Fest occurs each Spring for students transitioning from Pre-School to Kindergarten.	

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	There is an intentional focus on novice learners, providing them additional support to help them master KCAS standards. A school-wide intervention block is in place for Tier 2 support in reading/math. Moby Max is another intervention being used for Tier 2 and Tier 3 students in reading/math. A math/reading intervention teacher supports novice students in grades 3-5.	

Comprehensive School Improvement Plan

Okolona Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school principal has a folder of resumes to review for vacant positions. According to the TELL survey, the positive school culture helps retain highly qualified teachers. New teachers are supported with mentor teachers.	

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	All guidelines for spending Title I funds are adhered to by the school. There is a focus on student achievement in reading and math.	

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	Okolona implements a Watch Dogs program to increase parental involvement. Social media, including Facebook, Twitter and the school website are used regularly to inform parents of activities. A weekly parent newsletter is placed in Monday folders informs parents of school-wide activities. Teachers included graded work in the Monday folder each week.	

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	On-going professional development to improve the craft of teaching are planned and provided to staff throughout the year. Teachers completed a survey to determine the areas of need for professional development.	

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	The CSIP is reviewed by the SBDM and the staff throughout the year to make changes when needed based on student achievement results.	

Comprehensive School Improvement Plan

Okolona Elementary School

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	The principal, assistant principal, GCC and certified staff members reviewed school data to determine needs for eligible Title I students.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Research-based instructional strategies are used to support students to reach proficiency.	

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	Students are identified for ECE and AP programs.	

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	Identified students have access to the core standards and are mainstreamed from the regular classroom to support programs.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Grade level groups (K/1, 2/3, 4/5) will plan a night for parents that supports Title 1 programs and funding. An open house is also planned each Fall.	

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	Activities are monitored to determine success of planned programs using data. The results of this data are used to improve instruction as well as provide professional development to staff.	

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	Okolona does not have any paraprofessionals.	

Comprehensive School Improvement Plan

Okolona Elementary School

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	The school bookkeeper maintains the school's financial records and all funds are allocated appropriately.	

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	Activities are planned to increase parental involvement and are planned with the Title I students in mind.	

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

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

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	Current KPREP results are used to make informed changes to the CSIP.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	The CSIP is available on the school website and is shared with all stakeholders prior to approval by SBDM.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	If this situation occurs, a letter is sent to parents.	

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	Both school level and district level professional development is provided to teachers to address needs and areas for growth.	

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Instructional assistants are required to provide instruction 80% of the time under the supervision of a certified teacher. Only 20% should be devoted to clerical work.	

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	Instructional assistants are always under supervision of a highly qualified classroom teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	Guidelines for classified employees are monitored to ensure 80% of his/her duties are instructional and 20% are clerical.	

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	All classrooms have the appropriate amount of students according to district cap-size guidelines.	

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy1:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600 - General Fund	Downs, Sponsler, Hetzel

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Goal 2:

65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, Hetzel

Activity - Increased Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600 - General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

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

Goal 1:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752 - Grant Funds	Pitts, Alford, Kusinski, Wolfe

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower student-teacher ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional assistant will support novice first grade students on a daily basis to develop emergent reading skills. This will be monitored by DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$23156 - General Fund	Downs, Sponsler, Denzik

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A trained Reading Recovery teacher will provide intensive reading instruction to small groups of 3rd, 4th and 5th grade students on a daily basis who are novice. This will be monitored by running records and anecdotal notes.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Henry and Durbin

Activity - 1st Grade Reading Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 50 minute targeted small group based on reading level has been implemented to support struggling readers. This will be monitored DRA, Running Records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Downs, Sponsler, Dawson, Glass, Henry, Durbin

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy1:

Literacy Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district reading assessments are recognized on a bulletin board in the hallway and at the end of the each grading period in an awards ceremony by grade levels. All 3rd-5th grade proficient/distinguished reading students are given a special treat/prize when the principal visits the classroom after the proficiency is given. This will be measured by updating the hallway displays.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman, Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a Proficiency Tracker for district reading assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self assess setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th Classroom Teachers

Strategy2:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630 - Title I Schoolwide	Stearman, Bischoff, Hetzel and K-5 teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After taking a leadership team to the RTI professional development with Mike Mattos, intentional work to develop core instruction will be a focus. Each grade level team will develop essential standards and common assessments to address Tier 2 needs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Stearman, Hetzel , K-5 teachers, ECE teachers

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do). This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during reading workshop. This will be monitored by evidence of student notebooks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Stearman, Bischoff, Hetzel

Strategy3:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600 - General Fund	Downs, Sponsler, Hetzel

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Strategy4:

Parental Involvement - Parents will be kept informed of KCAS ELA standards required for their student's grade level as well as current

literacy units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$666 - General Fund	Stearman and Bischoff

Activity - School Website/Facebook/Twitter/Marquee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Okolona will update the school web page, Facebook, Twitter, and the marquee at the road to inform parents of school activities and events.	Parent Involvement	08/10/2016	12/15/2017	$0 - No Funding Required	Bischoff, Corus, Stearman

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

Activity - Literacy/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS Literacy Newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that will be taught. Teachers turn newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Classroom Teachers

Activity - Kindergaren Ready Fest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data.	Parent Involvement	08/10/2016	12/15/2017	$215 - FRYSC	Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers

Strategy5:

Curriculum/Assessment Alignment - Curriculum will be researched based, rigorous, and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will track reading level data from benchmark reading assessment (Next Step in Guided Reading) on student data boards. Teachers will also track data from common formative assessments and district proficiency assessments to monitor student progress in reading. This will be monitored by the completion of the reading assessment and the data boards.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials including Scholastic Guided Reading, Leveled Literacy, Literacy by Design, Chapter Books to address all literacy standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the literacy standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or teacher made diagnostic and proficiency assessments in reading to determine areas of strength and need based on the KCAS for reading. Data will be monitored through weekly PLCs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Measurable Objective 3:

57% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and

Two or More Races students will demonstrate a proficiency in Common Core Standards in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, Dufour

Activity - Tiger Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are intentionally connected with a positive adult role model in the building to eliminate barriers to learning. Tiger Pals will be monitored through counselor data.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Reuther

Activity - Student Success Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student success coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.	Behavioral Support Program	08/10/2016	12/15/2017	$24164 - District Funding	Baker

Activity - Small, skill based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers, ECE teachers, K assistants

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in reading.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 classroom teachers, ECE teachers

Activity - Tiger Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second, third, fourth, and fifth grade students that need additional support to master reading skills will receive targeted small group instruction based instruction during our tiger time block. Tiger time is monitored through common assessment data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Okolona Staff

Activity - Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have perfect attendance during each nine week grading period will receive a food certificate and have their picture posted on the bulletin board in the cafeteria. These students are recognized at a cycle awards program.	Recruitment and Retention	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, McGee, Schlatter

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$62000 - Read to Achieve $62000 - District Funding	Durbin and Henry

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students were tiered using reading benchmark data, common formative assessments, district assessments, and KPREP data. Students identified as Tier II and Tier III are receiving additional support from a certified teacher. Monitored through weekly PLC data discussions, intervention tab., and student data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Hetzel, Stearman, Bischoff

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower teacher-student ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, Running Records, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services and student incentives to promote regular attendance. The committee will monitor the attendance of students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Schlatter, Hazel, Corus

Goal 2:

65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

51% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math students were tiered using common formative assessments, district assessments and KPREP data. Students identified as Tier II and Tier III are receiving additional support. This will be monitored through weekly PLC data discussions.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, Bozarth

Activity - Hands-On Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Go Math manipulatives and other tools to increase student achievement as they move from concrete to abstract learning. Students will work in cooperative learning groups to strengthen problem-solving skills. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, Bozarth

Activity - Small, skill-based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with math receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, K assistants, Denzik, Bozarth

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in math.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 Teachers, ECE Teachers

Activity - Morning Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected Tier II and Tier III math students will participate in a before school program using math technology to increase student achievement. This will be monitored through student attendance and data.	Academic Support Program	08/10/2016	12/15/2017	$3000 - State Funds	Dawson

Measurable Objective 2:

3% of Third, Fourth and Fifth grade students will increase student growth by reducing the percentage of students scoring novice from 25% to 22.5% in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice student data by teachers in PLC to improve student achievement to proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Certified Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified math interventionist will provide intensive math instruction to small groups of 3-5th grade students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - General Fund	Bozarth

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 instructional assistance provide intensive math instruction to small groups of students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessment data.	Academic Support Program	08/10/2016	12/15/2017	$20200 - State Funds	K-2 Instructional Assistants

Activity - Small Skill Based Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and support staff will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering math concepts. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, ECE Teachers

Measurable Objective 3:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Math Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district proficiency math assessments are recognized on a bulletin board in the hallway and at the end of each grading period in an awards ceremony by grade levels.. All 3-5 grade proficient/distinguished math students are given a special treat/prize when the assistant principal visits the classroom after the proficiency is given. The is monitored through updates on the hall bulletin board.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman and Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a proficiency tracker for district math assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self-assess, setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th grade classroom teachers

Strategy2:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, Hetzel

Activity - Increased Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600 - General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy3:

Curriculum/Assessment Alignment - Curriculum will be research based, rigorous and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Progress Monitoring Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data from teacher-created common assessments, CASCADE reports from district math diagnostics and proficiencies and to track each student's progress in math throughout the year. This will be monitored by teachers meeting frequently to analyze the data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Implementation of KUDs (Knowledge, Understand, Do)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional focus on the common core math standards was completed last school year. KUDs (Knowledge, Understand, Do) were developed for each grading period to develop core instruction in math. This will monitored through the created calendar, listing the standards taught, and formative assessments given through the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS Math Standards/Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials, including Go Math, to address all math standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the math standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or common diagnostic and district proficiency assessments in math to determine areas of strength and need based on the KCAS for math. Data will be monitored through weekly PLC.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy4:

Math Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data.

Teachers will align their instruction according to district pacing and curriculum cycles, while using Go Math to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Go Math

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core math instruction implementing Go Math using a math workshop format. This includes crafting, composing and reflection. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Go Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Go Math as the core math program and will supplement as necessary to meet all the Mathematics standards. Go Math manipulatives will be used enhance core instruction. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Writing in Math Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during math workshop and/or during centers. This will be monitored by evidence of student math notebooks, center activities and walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy5:

Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as

current math units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$600 - Other	Stearman, Bischoff, Hetzel, Reuther,

Activity - Math/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS math newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that were taught. Teachers turn class newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 classroom teachers

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

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

Goal 1:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752 - Grant Funds	Pitts, Alford, Kusinski, Wolfe

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

Goal 1:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752 - Grant Funds	Pitts, Alford, Kusinski, Wolfe

Measurable Objective 2:

57% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and

Two or More Races students will demonstrate a proficiency in Common Core Standards in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, Dufour

Activity - Small, skill based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers, ECE teachers, K assistants

Measurable Objective 3:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as

measured by KPREP.

Strategy1:

Curriculum/Assessment Alignment - Curriculum will be researched based, rigorous, and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will track reading level data from benchmark reading assessment (Next Step in Guided Reading) on student data boards. Teachers will also track data from common formative assessments and district proficiency assessments to monitor student progress in reading. This will be monitored by the completion of the reading assessment and the data boards.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy2:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data.

Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy3:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Strategy4:

Parental Involvement - Parents will be kept informed of KCAS ELA standards required for their student's grade level as well as current literacy units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Kindergaren Ready Fest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data.	Parent Involvement	08/10/2016	12/15/2017	$215 - FRYSC	Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers

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

Goal 1:

Program Review to reach an overall score of 3.0 in all Program Review content areas.

Measurable Objective 1:

collaborate to reach a score of 3.0 in K-3 by 06/01/2017 as measured by Program Review Rubric.

Strategy1:

K-3 Improvement Plan - K-3 teachers implement research-based instructional strategies that include characteristics of highly effective teaching and learning for all students.

Category: Continuous Improvement

Research Cited:

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers are provided a super planning day prior to the start of each curriculum cycle.	Professional Learning	08/10/2016	12/15/2017	$4200 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-3 teachers, ECE teachers

Activity - Guided Reading/Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided reading groups on a daily basis. Data will be collected and analyzed to determine next steps of instruction for students. 60% of our K-3 teachers are participating in the first year of the Bellarmine Literacy Project to develop strong literacy skills to implement in their classroom.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-3 teachers, and ECE teachers

Activity - Tier I Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate with teammates to determine essential standards for their grade level to develop core instruction for all students. Common assessments are developed to determine Tier 2 interventions.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-3 teachers, and ECE Teachers

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two Reading Recovery teachers support literacy in primary. Individual and CIM group reading instruction is provided to struggling emergent readers.	Academic Support Program	08/10/2016	12/15/2017	$20745 - Title I Schoolwide $46101 - Read to Achieve $29160 - District Funding $9989 - District Funding $29160 - Other	Reading Recovery Teachers

Goal 2:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752 - Grant Funds	Pitts, Alford, Kusinski, Wolfe

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional assistant will support novice first grade students on a daily basis to develop emergent reading skills. This will be monitored by DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$23156 - General Fund	Downs, Sponsler, Denzik

Activity - 1st Grade Reading Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 50 minute targeted small group based on reading level has been implemented to support struggling readers. This will be monitored DRA, Running Records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Downs, Sponsler, Dawson, Glass, Henry, Durbin

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A trained Reading Recovery teacher will provide intensive reading instruction to small groups of 3rd, 4th and 5th grade students on a daily basis who are novice. This will be monitored by running records and anecdotal notes.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Henry and Durbin

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower student-teacher ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do). This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during reading workshop. This will be monitored by evidence of student notebooks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Stearman, Bischoff, Hetzel

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After taking a leadership team to the RTI professional development with Mike Mattos, intentional work to develop core instruction will be a focus. Each grade level team will develop essential standards and common assessments to address Tier 2 needs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Stearman, Hetzel , K-5 teachers, ECE teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630 - Title I Schoolwide	Stearman, Bischoff, Hetzel and K-5 teachers

Strategy2:

Literacy Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with

students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district reading assessments are recognized on a bulletin board in the hallway and at the end of the each grading period in an awards ceremony by grade levels. All 3rd-5th grade proficient/distinguished reading students are given a special treat/prize when the principal visits the classroom after the proficiency is given. This will be measured by updating the hallway displays.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman, Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a Proficiency Tracker for district reading assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self assess setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th Classroom Teachers

Strategy3:

Curriculum/Assessment Alignment - Curriculum will be researched based, rigorous, and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or teacher made diagnostic and proficiency assessments in reading to determine areas of strength and need based on the KCAS for reading. Data will be monitored through weekly PLCs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials including Scholastic Guided Reading, Leveled Literacy, Literacy by Design, Chapter Books to address all literacy standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the literacy standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will track reading level data from benchmark reading assessment (Next Step in Guided Reading) on student data boards. Teachers will also track data from common formative assessments and district proficiency assessments to monitor student progress in reading. This will be monitored by the completion of the reading assessment and the data boards.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy4:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600 - General Fund	Downs, Sponsler, Hetzel

Strategy5:

Parental Involvement - Parents will be kept informed of KCAS ELA standards required for their student's grade level as well as current

literacy units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Kindergaren Ready Fest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data.	Parent Involvement	08/10/2016	12/15/2017	$215 - FRYSC	Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$666 - General Fund	Stearman and Bischoff

Activity - Literacy/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS Literacy Newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that will be taught. Teachers turn newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Classroom Teachers

Activity - School Website/Facebook/Twitter/Marquee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Okolona will update the school web page, Facebook, Twitter, and the marquee at the road to inform parents of school activities and events.	Parent Involvement	08/10/2016	12/15/2017	$0 - No Funding Required	Bischoff, Corus, Stearman

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

Measurable Objective 3:

57% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and

Two or More Races students will demonstrate a proficiency in Common Core Standards in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, Dufour

Activity - Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have perfect attendance during each nine week grading period will receive a food certificate and have their picture posted on the bulletin board in the cafeteria. These students are recognized at a cycle awards program.	Recruitment and Retention	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, McGee, Schlatter

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in reading.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 classroom teachers, ECE teachers

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students were tiered using reading benchmark data, common formative assessments, district assessments, and KPREP data. Students identified as Tier II and Tier III are receiving additional support from a certified teacher. Monitored through weekly PLC data discussions, intervention tab., and student data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Hetzel, Stearman, Bischoff

Activity - Small, skill based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers, ECE teachers, K assistants

Activity - Student Success Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student success coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.	Behavioral Support Program	08/10/2016	12/15/2017	$24164 - District Funding	Baker

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Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower teacher-student ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, Running Records, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services and student incentives to promote regular attendance. The committee will monitor the attendance of students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Schlatter, Hazel, Corus

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$62000 - Read to Achieve $62000 - District Funding	Durbin and Henry

Activity - Tiger Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second, third, fourth, and fifth grade students that need additional support to master reading skills will receive targeted small group instruction based instruction during our tiger time block. Tiger time is monitored through common assessment data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Okolona Staff

Activity - Tiger Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are intentionally connected with a positive adult role model in the building to eliminate barriers to learning. Tiger Pals will be monitored through counselor data.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Reuther

Goal 3:

65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017

as measured by KPREP.

Strategy1:

Math Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with

students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a proficiency tracker for district math assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self-assess, setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th grade classroom teachers

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district proficiency math assessments are recognized on a bulletin board in the hallway and at the end of each grading period in an awards ceremony by grade levels.. All 3-5 grade proficient/distinguished math students are given a special treat/prize when the assistant principal visits the classroom after the proficiency is given. The is monitored through updates on the hall bulletin board.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman and Bischoff

Strategy2:

Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as

current math units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Math/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS math newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that were taught. Teachers turn class newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 classroom teachers

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Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$600 - Other	Stearman, Bischoff, Hetzel, Reuther,

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

Strategy3:

Math Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data.

Teachers will align their instruction according to district pacing and curriculum cycles, while using Go Math to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Go Math

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Writing in Math Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during math workshop and/or during centers. This will be monitored by evidence of student math notebooks, center activities and walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core math instruction implementing Go Math using a math workshop format. This includes crafting, composing and reflection. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Go Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Go Math as the core math program and will supplement as necessary to meet all the Mathematics standards. Go Math manipulatives will be used enhance core instruction. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy4:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, Hetzel

Activity - Increased Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600 - General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy5:

Curriculum/Assessment Alignment - Curriculum will be research based, rigorous and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

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Okolona Elementary School

Activity - Implementation of KUDs (Knowledge, Understand, Do)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional focus on the common core math standards was completed last school year. KUDs (Knowledge, Understand, Do) were developed for each grading period to develop core instruction in math. This will monitored through the created calendar, listing the standards taught, and formative assessments given through the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Progress Monitoring Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data from teacher-created common assessments, CASCADE reports from district math diagnostics and proficiencies and to track each student's progress in math throughout the year. This will be monitored by teachers meeting frequently to analyze the data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or common diagnostic and district proficiency assessments in math to determine areas of strength and need based on the KCAS for math. Data will be monitored through weekly PLC.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS Math Standards/Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials, including Go Math, to address all math standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the math standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Measurable Objective 2:

51% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

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Okolona Elementary School

Activity - Small, skill-based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with math receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, K assistants, Denzik, Bozarth

Activity - Hands-On Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Go Math manipulatives and other tools to increase student achievement as they move from concrete to abstract learning. Students will work in cooperative learning groups to strengthen problem-solving skills. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, Bozarth

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in math.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 Teachers, ECE Teachers

Activity - Morning Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected Tier II and Tier III math students will participate in a before school program using math technology to increase student achievement. This will be monitored through student attendance and data.	Academic Support Program	08/10/2016	12/15/2017	$3000 - State Funds	Dawson

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math students were tiered using common formative assessments, district assessments and KPREP data. Students identified as Tier II and Tier III are receiving additional support. This will be monitored through weekly PLC data discussions.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, Bozarth

Measurable Objective 3:

3% of Third, Fourth and Fifth grade students will increase student growth by reducing the percentage of students scoring novice from 25% to 22.5% in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice student data by teachers in PLC to improve student achievement to proficiency.

Category: Continuous Improvement

Research Cited: RTI

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Activity - Certified Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified math interventionist will provide intensive math instruction to small groups of 3-5th grade students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - General Fund	Bozarth

Activity - Small Skill Based Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and support staff will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering math concepts. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, ECE Teachers

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 instructional assistance provide intensive math instruction to small groups of students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessment data.	Academic Support Program	08/10/2016	12/15/2017	$20200 - State Funds	K-2 Instructional Assistants

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

69.2% of students will demonstrate increased proficiency in Reading by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will demonstrate a proficiency by reducing the percentage of students scoring novice in reading from 33.6% to 30.2% in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice reduction. Student data is analyzed by staff members weekly to address student individual needs in order to reach proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional assistant will support novice first grade students on a daily basis to develop emergent reading skills. This will be monitored by DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$23156 - General Fund	Downs, Sponsler, Denzik

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower student-teacher ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, running records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Activity - Kindergarten Reading Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and assistants will create small groups focusing on beginning literacy skills for students who are not mastering readiness skills. This is monitored by hearing and recording sounds, Letter ID, running records, anecdotal notes and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$19752 - Grant Funds	Pitts, Alford, Kusinski, Wolfe

Activity - 1st Grade Reading Intervention Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 50 minute targeted small group based on reading level has been implemented to support struggling readers. This will be monitored DRA, Running Records and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Downs, Sponsler, Dawson, Glass, Henry, Durbin

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A trained Reading Recovery teacher will provide intensive reading instruction to small groups of 3rd, 4th and 5th grade students on a daily basis who are novice. This will be monitored by running records and anecdotal notes.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Henry and Durbin

Measurable Objective 2:

57% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Reading by 12/15/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided reading instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Stiggins, Scholasitc Guided Reading, Leveled Literacy, Literacy by Design, and Reading Workshop

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade level teams will meet once a week for 50 minutes with the Goal Clarity Coach in a collaborative team meeting to plan, create common assessments, analyze data and work samples in regards to literacy. This will be monitored by agendas and contents in grade level PLC binders.	Professional Learning	08/10/2016	12/15/2017	$38630 - Title I Schoolwide	Stearman, Bischoff, Hetzel and K-5 teachers

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During composing time of reading workshop, students will receive small guided reading/focus groups based on their needs. Teachers will use the results of formative assessments, Cascade Reports, running records, and observations of students to determine their needs for guided reading/focus groups and plan instruction accordingly. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE Teachers, K-5 teachers

Activity - Super Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers are utilized to provide classroom teachers a full day of reading planning with the Goal Clarity Coach to complete KUDs (Knowledge, Understand, Do). This intentional focus on the common core standards for the upcoming grading period allows teachers to plan reading instruction. This is monitored through the created calendar listing the standards taught and formative assessments given throughout the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$5000 - Title I Schoolwide	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE teachers

Activity - Writing in Reading Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during reading workshop. This will be monitored by evidence of student notebooks and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Stearman, Bischoff, Hetzel

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core reading instruction using a reading workshop format. This includes crafting, composing, and reflection. This will be monitored by walkthroughs, TPGES observations, and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

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Activity - Essential Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After taking a leadership team to the RTI professional development with Mike Mattos, intentional work to develop core instruction will be a focus. Each grade level team will develop essential standards and common assessments to address Tier 2 needs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Stearman, Hetzel , K-5 teachers, ECE teachers

Strategy2:

Parental Involvement - Parents will be kept informed of KCAS ELA standards required for their student's grade level as well as current

literacy units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Literacy/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS Literacy Newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that will be taught. Teachers turn newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Classroom Teachers

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

Activity - School Website/Facebook/Twitter/Marquee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Okolona will update the school web page, Facebook, Twitter, and the marquee at the road to inform parents of school activities and events.	Parent Involvement	08/10/2016	12/15/2017	$0 - No Funding Required	Bischoff, Corus, Stearman

Activity - Kindergaren Ready Fest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Kindergarten Readiness Fest will be held. Parents of incoming Kindergarten students who will be attending Okolona is 16-17 school year will be asked to bring their child to school where they will be given screening assessments in Kindergarten letter and number skills, motor skills, communication and adaptive skills. Parents will receive their child's results and strategies to help them to get ready for Kindergarten over the summer. This will be monitored through attendance sheets and student data.	Parent Involvement	08/10/2016	12/15/2017	$215 - FRYSC	Stearman, Bischoff, Reuther, Hetzel, Corus, Reading Recovery Teachers, Kindergarten Teachers

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$666 - General Fund	Stearman and Bischoff

Strategy3:

Professional Development - Teachers will be engaged in continuous professional development to improve their craft of teaching reading.

Category: Professional Learning & Support

Research Cited: DuFours, Bellarmine Literacy Cohort

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and two teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings, or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$600 - General Fund	Downs, Sponsler, Hetzel

Activity - Reading Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Goal Clarity Coach, Bellarmine Coach, and Reading Recovery teachers will provide teachers professional learning by modeling in classrooms, discussions in PLCs, as well as district and school based professional development sessions. This will be monitored by weekly PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Durbin, Henry

Strategy4:

Literacy Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a Proficiency Tracker for district reading assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self assess setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th Classroom Teachers

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district reading assessments are recognized on a bulletin board in the hallway and at the end of the each grading period in an awards ceremony by grade levels. All 3rd-5th grade proficient/distinguished reading students are given a special treat/prize when the principal visits the classroom after the proficiency is given. This will be measured by updating the hallway displays.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman, Bischoff

Strategy5:

Curriculum/Assessment Alignment - Curriculum will be researched based, rigorous, and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will track reading level data from benchmark reading assessment (Next Step in Guided Reading) on student data boards. Teachers will also track data from common formative assessments and district proficiency assessments to monitor student progress in reading. This will be monitored by the completion of the reading assessment and the data boards.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or teacher made diagnostic and proficiency assessments in reading to determine areas of strength and need based on the KCAS for reading. Data will be monitored through weekly PLCs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - KCAS ELA Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials including Scholastic Guided Reading, Leveled Literacy, Literacy by Design, Chapter Books to address all literacy standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the literacy standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Measurable Objective 3:

57% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Reading by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, Dufour

Activity - Perfect Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have perfect attendance during each nine week grading period will receive a food certificate and have their picture posted on the bulletin board in the cafeteria. These students are recognized at a cycle awards program.	Recruitment and Retention	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, McGee, Schlatter

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in reading.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 classroom teachers, ECE teachers

Activity - Tiger Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second, third, fourth, and fifth grade students that need additional support to master reading skills will receive targeted small group instruction based instruction during our tiger time block. Tiger time is monitored through common assessment data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Okolona Staff

Activity - Small, skill based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with reading receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers, ECE teachers, K assistants

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students were tiered using reading benchmark data, common formative assessments, district assessments, and KPREP data. Students identified as Tier II and Tier III are receiving additional support from a certified teacher. Monitored through weekly PLC data discussions, intervention tab., and student data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Hetzel, Stearman, Bischoff

Activity - Student Success Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student success coach will facilitate parent/teacher partnerships for targeted students and assist teachers in effective classroom management strategies, instructionally and socially.	Behavioral Support Program	08/10/2016	12/15/2017	$24164 - District Funding	Baker

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First grade reading recovery students receive intense daily reading intervention. This is a thirty minute, one-on-one intervention provided by certified reading recovery specialists. Progress monitoring charts are used to monitor and guide writing, word and book level instruction.	Academic Support Program	08/10/2016	12/15/2017	$62000 - Read to Achieve $62000 - District Funding	Durbin and Henry

Activity - Tiger Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are intentionally connected with a positive adult role model in the building to eliminate barriers to learning. Tiger Pals will be monitored through counselor data.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Reuther

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance committee will implement and monitor the attendance plan involving collaboration with families and community services and student incentives to promote regular attendance. The committee will monitor the attendance of students who have attendance problems at monthly meetings and contact any parent whose child has missed a day of school.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Schlatter, Hazel, Corus

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Okolona Elementary School

Activity - Reading Demonstration Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure all students enter third grade on level, teachers in second grade will have lower teacher-student ratio. This will allow individual needs to be met and additional reading support given to all second grade students to support the Third Grade Reading Pledge. This is monitored using DRA, Running Records, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - District Funding	Gramig, Bennett, Shortridge

Goal 2:

65.8% of students will demonstrate increased proficiency in Math by 2019.

Measurable Objective 1:

3% of Third, Fourth and Fifth grade students will increase student growth by reducing the percentage of students scoring novice from 25% to 22.5% in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Novice Reduction - There will be a deliberate focus on novice student data by teachers in PLC to improve student achievement to proficiency.

Category: Continuous Improvement

Research Cited: RTI

Activity - Small Skill Based Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and support staff will provide direct instruction in small groups using hands-on manipulatives for students who are having difficulty mastering math concepts. This will be monitored by walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, ECE Teachers

Activity - Certified Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified math interventionist will provide intensive math instruction to small groups of 3-5th grade students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessments.	Academic Support Program	08/10/2016	12/15/2017	$62000 - General Fund	Bozarth

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 instructional assistance provide intensive math instruction to small groups of students on a daily basis who are novice. This will be monitored by common assessments and proficiency assessment data.	Academic Support Program	08/10/2016	12/15/2017	$20200 - State Funds	K-2 Instructional Assistants

Measurable Objective 2:

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

Curriculum/Assessment Alignment - Curriculum will be research based, rigorous and aligned with KCAS.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will take JCPS and/or common diagnostic and district proficiency assessments in math to determine areas of strength and need based on the KCAS for math. Data will be monitored through weekly PLC.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Progress Monitoring Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data from teacher-created common assessments, CASCADE reports from district math diagnostics and proficiencies and to track each student's progress in math throughout the year. This will be monitored by teachers meeting frequently to analyze the data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Implementation of KUDs (Knowledge, Understand, Do)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intentional focus on the common core math standards was completed last school year. KUDs (Knowledge, Understand, Do) were developed for each grading period to develop core instruction in math. This will monitored through the created calendar, listing the standards taught, and formative assessments given through the nine weeks.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - KCAS Math Standards/Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose curriculum materials, including Go Math, to address all math standards listed on JCPS grade level curriculum maps. Routine walk-throughs and TPGES observations will ensure the math standards are being taught in classrooms.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Strategy2:

Parental Involvement - Parents will be kept informed of KCAS mathematics standards required for their student's grade level, as well as current math units and concepts being taught in the classroom.

Category: Stakeholder Engagement

Research Cited: JCPS District Newsletters, KCAS

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of activities (Cookies with Santa, Watch Dogs, Open House, Writing Stars, etc...) will be held for students and their parents/guardians. This will be monitored by attendance sheets.	Parent Involvement	08/10/2016	12/15/2017	$1000 - Title I Schoolwide	Okolona Staff

Activity - Math/Classroom Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JCPS math newsletters will be distributed by teachers for each grading period to inform and support parents with instructional resources aligned to the standards. In addition, classroom teachers send home a weekly/monthly newsletter informing parents of classroom events and standards that were taught. Teachers turn class newsletters into the principal.	Community Engagement	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 classroom teachers

Activity - Stars of Okolona	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited to attend a "Stars of Okolona" celebration to honor proficient and distinguished students as well as students who met the benchmark for growth. An invitation is mailed to parents to attend this celebration in recognition of their child. Students receive t-shirts and certificates for their performance. Cookies and punch are provided after the celebration. Evidence of implementation is the program given to parents as they enter the celebration.	Academic Support Program	08/10/2016	12/15/2017	$600 - Other	Stearman, Bischoff, Hetzel, Reuther,

Strategy3:

Math Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data.

Teachers will align their instruction according to district pacing and curriculum cycles, while using Go Math to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, Dufour, Go Math

Activity - Math Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are provided daily common core math instruction implementing Go Math using a math workshop format. This includes crafting, composing and reflection. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Writing in Math Content Area	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students to write during math workshop and/or during centers. This will be monitored by evidence of student math notebooks, center activities and walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Go Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Go Math as the core math program and will supplement as necessary to meet all the Mathematics standards. Go Math manipulatives will be used enhance core instruction. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers, along with the Goal Clarity Coach, will meet on a weekly basis to create pre-assessments, design differentiated instruction, and create formative assessments to evaluate student proficiency on the identified learning targets. Students will be assigned to intervention and enrichment groups based on analysis of the assessments. Teachers will review math standards one grade level above and below to ensure alignment to prepare students for success at the next level. This will be monitored by agenda in grade level PLC binders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Strategy4:

Professional Development - Teachers will engage in continuous professional development to improve their craft of teaching math. Go Math representatives will provide on-going professional development to support the available resources in the program. The Goal Clarity Coach will provide teachers professional learning in super planning, PLCs, and district professional development sessions.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Increased Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district Math specialist will provide PD for the GCC and teacher leads throughout the school year aligned to the four cycles. These teachers will share information with their colleagues during PLC, common planning, staff meetings, or school designated PD time. This will be monitored through PLC.	Academic Support Program	08/10/2016	12/15/2017	$600 - General Fund	Stearman, Bischoff, Hetzel, ECE teachers, K-5 teachers

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GCCs will participate in Assessment Literacy professional development provided by national experts from Solution Tree. The GCC and 2 teacher leaders in the building will receive training and share strategies learned during PLC time, common planning, staff meetings or school designated PD time. This will be monitored through weekly PLC.	Professional Learning	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, Hetzel

Strategy5:

Math Recognition - Students receive recognition for a variety of academic achievements throughout the year. Teachers set goals with students and discuss results of assessments so they can monitor their own growth.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score proficient or distinguished on district proficiency math assessments are recognized on a bulletin board in the hallway and at the end of each grading period in an awards ceremony by grade levels.. All 3-5 grade proficient/distinguished math students are given a special treat/prize when the assistant principal visits the classroom after the proficiency is given. The is monitored through updates on the hall bulletin board.	Academic Support Program	08/10/2016	12/15/2017	$0 - General Fund	Stearman and Bischoff

Activity - Student Proficiency Tracker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student in 3rd-5th grade has a proficiency tracker for district math assessments. The teacher records percent correct for multiple choice, short answer score, and extended response score as well as NAPD level. Students use this information to record on their proficiency tracker. This tracker helps them self-assess, setting a performance level goal for the next proficiency. This will be monitored by completion of student data folders.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3rd-5th grade classroom teachers

Measurable Objective 3:

51% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Mathematics by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - Morning Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected Tier II and Tier III math students will participate in a before school program using math technology to increase student achievement. This will be monitored through student attendance and data.	Academic Support Program	08/10/2016	12/15/2017	$3000 - State Funds	Dawson

Activity - Tier Boxes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math students were tiered using common formative assessments, district assessments and KPREP data. Students identified as Tier II and Tier III are receiving additional support. This will be monitored through weekly PLC data discussions.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, K-5 teachers, Bozarth

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based intervention program. All students will have access to Moby Max during the school day to ensure they are receiving additional support in math.	Academic Support Program	08/10/2016	12/15/2017	$700 - Title I Schoolwide	Dawson, K-5 Teachers, ECE Teachers

Activity - Small, skill-based focus groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are struggling with math receive an additional small, skill-based focus group based on their specific needs. This will be monitored through walk-throughs, TPGES observations, and classroom assessments.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, K assistants, Denzik, Bozarth

Activity - Hands-On Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Go Math manipulatives and other tools to increase student achievement as they move from concrete to abstract learning. Students will work in cooperative learning groups to strengthen problem-solving skills. This will be monitored through walk-throughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers, Bozarth

Goal 3:

61.8% of students will demonstrate increased proficiency in Writing by 2019.

Measurable Objective 1:

47% of Fifth grade students will demonstrate a proficiency in On-Demand Writing in Writing by 06/01/2017 as measured by KPREP.

Strategy1:

Writing Initiative - Teachers will collaborate in grade level teams to plan instruction, design common writing prompts, and analyze student

writing. Teachers will align their instruction according to district pacing and curriculum cycles, while using writing to learn, writing to

demonstrate learning, and writing to publish.

Category: Continuous Improvement

Research Cited: Lucy Calkins

Activity - Writing Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have a designated writing block in their schedule each day. This allows teachers to have an intentional time focused to the craft of writing. This will be monitored by class schedules.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, ECE teachers

Activity - Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A writing program was adopted to increase student achievement in the area of writing. Teachers will implement the program and use it with fidelity daily during their writing.	Academic Support Program	08/10/2016	12/15/2017	$214 - Title I Schoolwide $10176 - Text Books	K-5 Classroom Teachers, ECE teachers

Activity - RAE Graphic Organzier	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide model for answering short answer and/or extended response questions using RAE- Restate, Answer, Explain will be implemented. This will be monitored by student work samples.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 classroom teachers, ECE teachers

Measurable Objective 2:

48% of Third, Fourth and Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Writing by 06/01/2017 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - Analysis of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers analyze student writing to identify students needing assistance and writing standards that need to be retaught. Student growth in writing will be analyzed using the school-wide on-demand writing prompts. This is monitored through PLC meetings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Comprehensive School Improvement Plan

Okolona Elementary School

Activity - School-Wide On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide writing prompt is given to students three times each year. Each time, the students are given the prompt without any instruction. Students complete the prompt and teachers get in grade level teams to analyze the writing. Teachers develop next steps for instruction and implement the instruction. This is monitored through walk-throughs and principal collection of student writing.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - 5th Grade Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students are assigned to small writing focus groups based on instructional areas of need (audience, purpose, etc..) These small groups will meet daily in April/May to fine tune these instructional areas that haven't been mastered throughout the year. This is monitored through writing data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, Neuhauser, Miles

Goal 4:

69% of 4th grade students will demonstrate increased proficiency in Science by 2019.

Measurable Objective 1:

67% of Fourth grade students will demonstrate a proficiency in NGSS in Science by 06/01/2017 as measured by CASCADE data.

Strategy1:

Science Initiative - Teachers will collaborate in grade level teams along with the Science Lab teacher to plan instruction, common district assessments, and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided instruction.

Category: Continuous Improvement

Research Cited: NGSS, DuFour, Stiggins

Activity - Science Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a science notebook for writing to demonstrate learning in science concepts, standards, and learning targets. This is monitored through walk-throughs and TPGES observations.	Academic Support Program	08/10/2016	12/15/2017	$737 - General Fund	K-5 teachers, Glass

Activity - Science Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 attend the science lab one time each week as an additional support to the NGSS being taught in the classroom. This is monitored through the master schedule.	Academic Support Program	08/10/2016	12/15/2017	$62000 - General Fund	K-5 teachers, Glass

Activity - Core Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will use FOSS and Delta science kits to teach the science NGSS outlined on grade level curriculum maps in the Science Lab. Kindergarten-5th grade teachers will support science lab instruction through intentional teaching of science vocabulary. NGSS standards will be monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 teachers, Glass

Measurable Objective 2:

64% of Fourth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More

Races students will demonstrate a proficiency in NGSS in Science by 06/01/2016 as measured by CASCADE.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Science Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Lab teacher and 3-5 classroom teachers will use district proficiency assessments to determine student strengths and areas of need. Teams will analyze the results of the assessments to determine which students and learning targets need to be retaught. This is monitored through Science data.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	3-5 Teachers, Glass

Activity - Science Module Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Science lab teacher will align instruction according to the JCPS pacing and curriculum guides, while utilizing the FOSS science modules to support hands-on experiential learning. This is monitored through walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Glass

Activity - Science Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will support science lab instruction through intentional teaching of science vocabulary from NGSS standards to increase student knowledge of science. This is monitored through walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers, Glass

Goal 5:

71.3% of students will demonstrate increased proficiency in Social Studies by 2019.

Measurable Objective 1:

60% of Fifth grade students will demonstrate a proficiency in the Common Core Standards in Social Studies by 06/01/2017 as measured by KPREP.

Strategy1:

Social Studies Initiative - Teachers will collaborate in grade level teams to plan instruction, design common assessments and analyze student data. Teachers will align their instruction according to district pacing and curriculum cycles, while using a variety of instructional programs to support guided instruction.

Category: Continuous Improvement

Research Cited: Common Core Standards, DuFour, Stiggins

Activity - Project Based Learning/Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in field trips and project based learning experiences to reinforce Social Studies content (Wax Museum, Farnsley Moorman Field trip, JA Biztown, etc...) This will be monitored through student projects and field trip reservation forms.	Field Trip Academic Support Program	08/10/2016	12/15/2017	$6950 - General Fund	Neuhauser, Miles

Activity - Core Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Social Studies/History Alive, JCPS Units of Study and will supplement from other resources as needed. This will be monitored by walk-throughs and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, McGrath

Activity - Social Studies Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade teachers will meet with a district Social Studies resource teacher before the start of each grading period to plan units of study. This will be done during grade level super planning. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Neuhauser, Miles, McGrath

Measurable Objective 2:

53% of Fifth grade Black or African-American, White, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Common Core Standards in Social Studies by 06/01/2016 as measured by KPREP.

Strategy1:

GAP Interventions - Okolona will intentionally create instructional opportunities for specific at-risk students to promote student achievement.

Category: Continuous Improvement

Research Cited: RTI, DuFour

Activity - Engaging Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the help of a district Social Studies resource teacher, students will be provided engaging lessons and project-based lessons to promote higher levels of achievement. This will be monitored by walk-throughs, TPGES observations and lesson plans.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Heuhauser, Miles, McGrath

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Review to reach an overall score of 3.0 in all Program Review content areas.

Measurable Objective 1:

collaborate to reach a 3.0 score in Writing by 06/01/2017 as measured by Program Review Rubric.

Strategy1:

Writing Improvement Plan - Teachers will work together to improve the development of writing skills for all students. Teachers will reflect and share writing strategies with colleagues at Staff Meetings.

Category: Continuous Improvement

Research Cited: DuFours, Stiggins, Lucy Calkins

Activity - Collaborative Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student writing to determine steps for instruction.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 Teachers, ECE Teachers

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Activity - Writing Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student has a writing folder in which to keep selected writing pieces for Writing to Learn, Writing to Demonstrate Learning and Writing to Publish.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Schoolwide On-Demand Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will give an On-Demand writing prompt 3 times each year. Teachers will analyze student writing according to a rubric. Next steps for instruction will be determined based on findings.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Activity - Schoolwide Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will have a scheduled block of time to teach writing using an adopted researched based Writing Program. Each teacher will teach the writing traits at each grade level to develop student writing skills.	Academic Support Program	08/10/2016	12/15/2017	$10176 - Text Books	Stearman, Bischoff, Hetzel, K-5 teachers, ECE teachers

Measurable Objective 2:

collaborate to reach a 3.0 score in Arts and Humanities by 06/01/2017 as measured by Program Review Rubric.

Strategy1:

Arts and Humanities Improvement Plan - Teachers will collaborate with the music teacher and teammates to increase academic awareness in the Arts.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Arts Grants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 5 X 5 grant will provide funding for all students in all grade levels to attend Arts field trips. Okolona's Arts and Humanities program will be enhanced through writing grants for artist in residence to work with students as they create performances and products.	Community Engagement	08/10/2016	12/15/2017	$0 - Grant Funds	Hetzel, Dr. LeBlanc, Community Partnerships

Activity - Okolona Extracurriculars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intermediate students have the opportunity to participate in the Okolona Choir and/or Band and Orchestra instruction. Also, Young Rembrandts is a club that teaches drawing.	Extra Curricular	08/10/2016	12/15/2017	$675 - FRYSC	Orchestra teacher, Band teacher, Dr. LeBlanc

Comprehensive School Improvement Plan

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Activity - Arts and Humanities Assurance Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The music and classroom teachers will incorporate the arts into daily/weekly lesson plans. This will be monitored through lesson plans review and walkthroughs.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Stearman, Bischoff, Dr. LeBlanc, K-5 teachers, ECE teachers

Measurable Objective 3:

collaborate to reach a 3.0 score in Practical Living by 06/01/2017 as measured by Program Review Rubric.

Strategy1:

Practical Living Improvement Plan - Teachers will work together with the PE teacher to improve Practical Living and Career Studies across the curriculum.

Category: Continuous Improvement

Research Cited: Compassionate School Project control group

Activity - Wellness Assurance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in moderate to vigorous physical activity with their classroom teacher for 30 minutes each day. Examples include: classroom exercise programs, classroom yoga, GoNoodle, playground and fitness equipment and walking the track.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	K-5 Teachers

Activity - Physcial Education/Practical Living Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified teacher was hired to provide PE/practical living instruction to students 1-2 days each week.	Academic Support Program	08/10/2016	12/15/2017	$6437 - District Funding $32184 - General Fund	Owen

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Guidance Counselor will design a Career Day for all students to learn about various careers.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Reuther

Activity - Okolona Extracurricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participate in multiple extracurricular activities including Girls on the Run, Cheerleading, Basketball, Sports Stacking Club, Tae Kwon Do, 4-H Fun with Foods. These activities build self esteem, promote physical activity and build community within the school.	Extra Curricular	08/10/2016	12/15/2017	$1625 - FRYSC	FRYSC, Girls on the Run Coaches, Basketball and Cheerleading Coaches

Activity - Fruits and Vegetables Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided a fresh fruit/vegetable snack 3 days each week. Teachers are provided information about the fruit/vegetable to share with students to promote healthy eating.	Other - Federal Program	08/10/2016	12/15/2017	$0 - No Funding Required	Family Resource Coordinator, Cafeteria Staff, HS-5 teachers

Executive Summary

Introduction

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

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

Description of the School

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

Okolona Elementary is a part of Jefferson County Public Schools (enrollment 100,624 students) located in south central Jefferson County in Louisville, Kentucky. There is an enrollment of 315 students from Preschool-5th grade. The school's enrollment has decreased in the last several years due to a lack of younger families moving in the area, more rental properties, and Hispanic movement based on availability of work. Total membership by race is as follows: 41.6% white, 28.3% African American, 22.2% Hispanic, 1.6% Asian, and 6% two or more races. Approximately 87% of Okolona students qualify for Free or Reduced Lunch status. Our ELL population is 8.7% this school year. Currently, we have 16.1% of students with disabilities. 37.5% of Okolona teachers have less than 3 years of experience. The average years of experience is 8.9%. Approximately 70% of Okolona teachers have a master's degree and two are nationally board certified. Approximately 62% of Okolona teachers stay from year to year. The unique challenges we face at Okolona include an expanding English Language Learners population and parental involvement. The school staff continues to inform parents through social media (FB, Twitter, and School Webpage) and a weekly newsletter that goes home in the Monday folder for all students. The Monday Folder is a new communication tool to communicate school information to parents as well as academic progress of their child. The Family Resource Coordinator provides support to remove barriers between home and school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Okolona Elementary School is to value each student as a unique learner and provide engaging learning opportunities within a safe and caring environment. The vision is that all Okolona students will develop socially, emotionally, and academically through valuable learning experiences in order to become productive members of society. The vision and mission were developed collaboratively to develop these statements and what our organization is about. The Instructional Leadership Team, staff members, and the administration worked to develop these statements to reflect a strong commitment to the academic achievement of Okolona. Students work to develop 21st century skills needed to be successful in life. These include collaboration, communication, problem solving, and teamwork. The entire staff is committed to providing engaging experiences each day to ensure that the mission and vision are our guiding forces. Our KPREP scores show we are moving in the right direction in math and reading. We are closing the achievement gap and reducing the number of Novice students. Each student is actively engaged in intensive standards based instruction using up to date innovative teaching strategies. All 315 students are provided an instructional program that ensures success for all students. We believe that parents are our partners in education as we work together to instill in students a passion and love for lifelong learning that will develop them into scholars! Our focus is on Attendance, Behavior and the Core Standards (ABCs) to maximize learning opportunities for all students at Okolona. Systems have been put in place to ensure accountability by targeting these areas and addressing the barriers to learning. All stakeholders are diligent in this effort to ensure students' needs are met to promote academic achievement.

All of our students participate in a school wide morning meeting that develops community by reciting the Okolona Student Creed, "I am Somebody" and honoring student birthdays. College pennants are displayed throughout the building and above the gymnasium doors for students to see as they enter and exit daily.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements and Areas of Improvement in the Last Three Years

* A decrease in Novice in Math from 24.5% in 2013-14 to 22.7% in 2015-16.
* An increase in Proficient and Distinguished in Math from 43.4% in 2013-14 to 47.7% in 2015-16.
* An increase in Proficient and Distinguished in Reading from 41.3% in 2013-14 to 43% in 2015-16.
* An increase in student growth percentile in Reading from 50% in 2015 to 54.7% in 2016.
* An increase in student growth percentile in Math from 41.3% in 2015 to 65.1% in 2016,
*A 1.8% increase in overall attendance from 2013-2014 to 2015-2016.
*An implementation of weekly team meetings by grade level

Areas for Improvement in Next Three Years

*Decrease percent of students scoring novice in Writing.
*Increase the number of students scoring Proficient and Distinguished in Writing.
*Continue to make growth in both Reading and Math.
*Strengthen core instruction by deepening understanding of standards through development of KUDs (Knowledge, Understanding, Do) and clear learning targets

Additional Information

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

Okolona Elementary has numerous enrichment opportunities for students that include a Basketball Team, Sport Stacking Club, Young Rembrandts Program, Chess Club, Kaleidoscope Camp, Family Fun nights. Reading Recovery, Book Club, Choir, Student Council, Tae Kwan Do, Safety Patrol, Cheerleading, Fund for the Arts 5 by 5 grant, 4H Junk Drawer and Cooking, and Rotary Club partnership giving dictionaries to all 3rd graders. 5th grade students attend JA Biztown, sponsored by Junior Achievement to learn economics and STLP to prepare students for the 21st century.

In addition, Okolona Elementary has many notable achievements. Our Quick Recall team placed first overall in 2015 at Academic Cup. Also, we have placed in the top four since 2012. We were 1st place in Problem Solving and were 4th place in the Academic Cup in 2012.   In 2013, our team finished 4th place in the Quick Recall competition. Also in 2014, Okolona's Quick Recall team placed 3rd in the Metro Mayor's Cup. Our 5th graders scored proficient on their Computer Skills Technology test in 2016. Also, in 2016, our Quick Recall and Problem Solving teams placed 2nd in the Mayor's Cup and 1st overall.