



# Comprehensive School Improvement Plan

Owen County Elementary School  
Owen County School District

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Owenton, KY 40359

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Owen County Elementary School is an intermediate program involving grades 3 and 4. The school had been a 3-5 program until Fall of 2011. With the over crowding of our middle school a new school was built and the district chose to add 5th grade to the new middle school building, creating a 5-8 grade program. After the new middle school was complete OCES was moved into the newly rennovated (old middle school). OCES enrollment is 271 and is located in Owentown KY. The OCES population consists of 65% free and reduced lunch students, a 5% ethnic population, and a very supportive community that supports our students and staff.

## **School's Purpose**

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

Our Mission: OCES shall provide a safe, nurturing environment that engages and challenges all students to reach their full potential, preparing them for success in an ever changing world.

We understand that to become a successful community member, we must give our students as many opportunities as possible, making sure each and every student is individually prepared to meet the challenges presented to them later in life. As a school and staff we work as a team, knowing the better we become as teachers the better our students are prepared for college and careers.



## **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.**

In the last 3 years OCES has shown awesome improvement in Math, Reading, and Science. Using the old KPREP measurement of 0-140 pts (100 being proficient) our total school index increased from an 83 to a 96, reaching a proficiency score of over 100 in Science 3 straight years and a 101 in reading 2 years ago. Now we have changed the assessment process which has an index of 0-100. After the first year of benchmarking the proficiency score is a 62. Our first year score on the KPREP was a 56, six points from proficiency. Our goal for 2012 is 59. Our aim is to cut our novice population in half and close our gap groups as much as possible. Over the next 3 years we will be working heavily with professional development in the new common core along with creating thought provoking rigor in the classroom.

## **Additional Information**

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

OCES has a great staff that consist of 16 years of in classroom experience. The best part of this experience is the collaboration and willingness to change when our data shows that we need to go in a new directions.

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The big question to how do we improve our gap population in reading and at the same time increase our schoolwide achievement scores in math? Our data tells us we need to address these two aspects to create school improvement and success for all students. This is also an indications that we should evaluate our RTI (Response to Intervention Program).

## **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?**

Two areas that we show strength is

## **Opportunities for Improvement**

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

We need to improve in math schoolwide as far as the achievement area. We also need to work on our gap groups with reading and math. The goal is to cut our novice in half by implementing enrichment time for all students. We have also named and claimed targeted students that need more rigorous intervention.

## **Conclusion**

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

Before all of this happens we need to discuss as a staff the implications that will effect our plan. create buy in by collaborating and discussing individual data scores. We will create student growth goals and teacher professional development situations that are connected to the needs of our targeted groups.



# **OCES 2013-14 plan**

## **Overview**

### **Plan Name**

OCES 2013-14 plan

### **Plan Description**

full plan to be implemented though the 2013-14 school year

## 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	Measurable Objective	Total Funding
1	OCES will lower novice scores in math and reading by 50%	Objectives: 1 Strategies: 1 Activities: 1	Academic	50% of Economically Disadvantaged and Students with Disabilities Third and Fourth grade students will demonstrate a proficiency with standards in Mathematics by 05/01/2014 as measured by classroom assessments, KPREP and Map scores.	\$1000
2	KBE goal: 1 (5 year) Increase the average combined reading and math proficiency rating for all students: Reading/Math 43% in 2012 to 71.5% in 2017	Objectives: 1 Strategies: 1 Activities: 11	Academic	48% of Third grade students will demonstrate a proficiency increase reading perfciciency to 46 percent in English Language Arts by 06/03/2013 as measured by measured by KPREP end of year assessment.	\$163500
3	KBE goal: 2 Achievement Gap-Combined Reading, Math and Writing KPREP. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from: Reading/Math 32% in 2012 to 66% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	39% of Economically Disadvantaged and Students with Disabilities Third grade students will demonstrate a proficiency In reading and Math standards to 37.9% combined by 2017 in English Language Arts by 06/03/2013 as measured by KPREP assessment.	\$0

## Goal 1: OCES will lower novice scores in math and reading by 50%

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

50% of Economically Disadvantaged and Students with Disabilities Third and Fourth grade students will demonstrate a proficiency with standards in Mathematics by 05/01/2014 as measured by classroom assessments, KPREP and Map scores.

### Strategy 1:

Adding up success - By the use of Map RIT bands we will give all students in both 3rd and 4th grade the opportunity to receive enrichment in math.

Teachers will continue curriculum maps following new state standards, post daily learner objectives, use both exit slips and flashbacks while using rigorous assessments to monitor student growth. (continue tweaking curriculum folders)

Classrooms will be engaging and student work will improve. Results will show through regular class work, scores and evidence agents to which this measure was constructed.

Staff will continue professional learning communities to create a deeper level of instruction which will be monitored by the principal.

Continuation of highly qualified teachers in the classroom being at 100%

Research Cited: Marzano, Devors, Schlechty, and Reeves

Activity - Automaticity and Fal work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested daily on math facts in a timed situation. Each Friday there will be a weekly assessment that must be passed before moving on. (FAL) Formative Assessments Lessons will be implemented in trained classrooms while teacher leaders train other teachers.	Direct Instruction	11/01/2012	05/01/2013	\$1000	Other	All teacher staff, Principal, and Counselor

## Goal 2: KBE goal: 1 (5 year) Increase the average combined reading and math proficiency rating for all students: Reading/Math 43% in 2012 to 71.5% in 2017

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

48% of Third grade students will demonstrate a proficiency increase reading perficiency to 46 percent in English Language Arts by 06/03/2013 as measured by measured by KPREP end of year assessment.

### Strategy 1:

KBE title 1 goals - School will design around each objective

Activity - title 1 KBE goal actions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School will design around each strategy	Academic Support Program	12/03/2012	06/02/2014	\$0	Title I Part A	Principal and teachers
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pd activities are provided for teachers, IA's other staff and parents where appropriate. This also includes our district wide development program that is embedded in our daily work.	Professional Learning	07/01/2013	06/27/2014	\$2000	Other	Principal
<b>Activity - Early Childhood Transition program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The pre-school and head start teachers were included in the kentucky reading first summer institute. SBRR is used in all pre-school and head start classrooms with teh building with the building language for literacy reading program. Students in our Pre-K classes visit the kindergarten classes and teachers each spring. Since we are a 3-4 upper elementary school we have listed what the primary program does for transisition.	Academic Support Program	07/01/2013	06/27/2014	\$4000	District Funding	Principal and their reading coach.
<b>Activity - Retention of highly qualified teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Strategies to retain are in placer at OCES. High level of technology for teachers and student use, job-embedded professional development, safe teaching environment, professional collaboration, and common planning times are incentives to retain teachers at OCES. We also havea mentoring program for all new teachers	Recruitment and Retention	07/01/2013	06/27/2014	\$0	Other	principal, counselor, and SBDM
<b>Activity - Comprehensive needs assessment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
OCES uses a variety of resources to determine needs. Sor the sources of information are Grade, KPREP, NEWA and School level assessment data.	Other	07/01/2013	06/30/2014	\$7000	Title I Schoolwide	SBDM, Principal and Teaching staff
<b>Activity - Coordination and integration of programs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Coordination and intergration of federal, state, and local services and programs will be a focus to support the attainment of school-wide goals listed in both the school CSIP and title one program. Evidence will be shown through (ESS, Community Learning Center, Head Start, Adult Education, Family Resource Center, etc...	Academic Support Program	07/01/2013	06/27/2014	\$0	Other	Principal
<b>Activity - Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers are included in the descussions regarding the use of assessments-in addition to the KPREP, Grade, and Map test	Policy and Process	07/01/2013	06/27/2014	\$0	Other	Principal

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Activity - RTI academic difficulties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students experiencing academic difficulties will be put in the proper RTI level with effective, timely additional assistance. The assistance must include:</p> <p>a. Measures to ensure difficulties are identified on timely basis and to provide sufficient information on which to base effective assistance. (The MAP program, KPREP and teacher input are use to identify at risk students).</p> <p>b. Provide training for teachers in how to identify difficulties and provide assistance to individual students (The SBDM in collaboration with the principal and district instructional supervisor are responsible for the PD for teachers)</p> <p>c. For any student that has not met the standards, teacher parent conferences are held.</p>	Academic Support Program	07/01/2013	06/27/2014	\$0	Other	teachers, principal, SBDM, and counselor
Activity - Parent involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school sponsors activities to enhance parental involvement such as a back to school bash, family reading night, title 1 information meetings, ELL informational meetings, and family math nights.	Parent Involvement	07/01/2013	06/27/2014	\$500	Other	Principal, FRC, and counselor
Activity - School-wide reform strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment time is blocked off in our schedule. This time is used for teaching strategies to enhance all kids but mainly to catch the students that are at risk in our title program. We hold after school CLC to help with learning along with reading and math centers in the classroom. The schools computer lab is equipped with educational software that serves every student. The school has implemented IPADS and laptops for student usage.	Other	07/01/2013	06/27/2014	\$75000	Title I Schoolwide	All teachers, CLC staff, Principal, and counselor
Activity - Highly qualified professional staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We actively recruit highly qualified personnel. OCES is 100% as it pertains to a highly qualified staff.	Recruitment and Retention	07/01/2013	06/27/2014	\$75000	Title I Schoolwide	SBDM and Principal

**Goal 3: KBE goal: 2 Achievement Gap-Combined Reading, Math and Writing KPREP. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from: Reading/Math 32% in 2012 to 66% in 2017.**

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This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

39% of Economically Disadvantaged and Students with Disabilities Third grade students will demonstrate a proficiency In reading and Math standards to 37.9% combined by 2017 in English Language Arts by 06/03/2013 as measured by KPREP assessment.

### Strategy 1:

KBE Goal 2 - School will design around each objective

Activity - KBE goal 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
school will design around each strategy	Academic Support Program	12/03/2012	06/03/2013	\$0	Title I Part A	Principal and Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehensive needs assessment	OCES uses a variety of resources to determine needs. Sor the sources of information are Grade, KPREP, NEWA and School level assessment data.	Other	07/01/2013	06/30/2014	\$7000	SBDM, Principal and Teaching staff
School-wide reform strategies	Enrichment time is blocked off in our schedule. This time is used for teaching strategies to enhance all kids but mainly to catch the students that are at risk in our title program. We hold after school CLC to help with learning along with reading and math centers in the classroom. The schools computer lab is equiped with educational software that serves every student. The school has implemented IPADS and laptops for student usage.	Other	07/01/2013	06/27/2014	\$75000	All teachers, CLC staff, Principal, and coulselor
Highly qualified professional staff	We actively recrute highly qualified personnel. OCES is 100% as it pertains to a highly qualified staff.	Recruitment and Retention	07/01/2013	06/27/2014	\$75000	SBDM and Principal
<b>Total</b>					\$157000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
title 1 KBE goal actions	School will design around each strategy	Academic Support Program	12/03/2012	06/02/2014	\$0	Principal and teachers
KBE goal 2	school will design around each strategy	Academic Support Program	12/03/2012	06/03/2013	\$0	Principal and Teachers
<b>Total</b>					\$0	

### Other

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

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Coordination and integration of programs	Coordination and intergration of federal, state, and local services and programs will be a focus to support the attainment of school-wide goals listed in both the school CSIP and title one program. Evidence will be shown through (ESS, Community Learning Center, Head Start, Adult Education, Family Resource Center, etc...	Academic Support Program	07/01/2013	06/27/2014	\$0	Principal
RTI academic difficulties	Students experiencing academic difficulties will be put in the proper RTI level with effective, timely additional assistance. The assistance must include: a. Measures to ensure difficulties are identified on timely basis and to provide sufficient information on which to base effective assistance. (The MAP program, KPREP and teacher input are use to identify at risk students).  b. Provide training for teachers in how to identify difficulties and provide assistance to individual students (The SBDM in collaboration with the principal and district instructional supervisor are responsible for the PD for teachers)  c. For any student that has not met the standards, teacher parent conferences are held.	Academic Support Program	07/01/2013	06/27/2014	\$0	teachers, principal, SBDM, and counselor
Professional Development	Pd activities are provided for teachers, IA's other staff and parents where appropriate. This also includes our district wide development program that is embedded in our daily work.	Professional Learning	07/01/2013	06/27/2014	\$2000	Principal
Retention of highly qualified teachers	Strategies to retain are in placer at OCES. High level of technology for teachers and student use, job-embedded professional development, safe teaching environment, professional collaboration, and common planning times are incentives to retain teachers at OCES. We also havea mentoring program for all new teachers	Recruitment and Retention	07/01/2013	06/27/2014	\$0	principal, counselor, and SBDM
Automaticity and Fal work	Students will be tested daily on math facts in a timed situation. Each Friday there will be a weekly assessment that must be passed before moving on. (FAL) Formative Assessments Lessons will be implimented in trained classrooms while teacher leaders train other teachers.	Direct Instruction	11/01/2012	05/01/2013	\$1000	All teacher staff, Principal, and Counselor
Parent involvement	The school sponsors activities to enhance parental involvement such as a back to school bash, family reading night, title 1 information meetings, ELL informational meetings, and family math nights.	Parent Involvement	07/01/2013	06/27/2014	\$500	Principal, FRC, and couelor
Assessments	All teachers are included in the descusions regarding the use of assessments-in addition to the KPREP, Grade, and Map test	Policy and Process	07/01/2013	06/27/2014	\$0	Principal
<b>Total</b>					<b>\$3500</b>	

## District Funding

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

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Early Childhood Transition program	The pre-school and head start teachers were included in the Kentucky Reading First Summer Institute. SBRR is used in all pre-school and head start classrooms with the building language for literacy reading program. Students in our Pre-K classes visit the kindergarten classes and teachers each spring. Since we are a 3-4 upper elementary school we have listed what the primary program does for transition.	Academic Support Program	07/01/2013	06/27/2014	\$4000	Principal and their reading coach.
<b>Total</b>					<b>\$4000</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	KBE goal: 1 (5 year) Increase the average combined reading and math proficiency rating for all students: Reading/Math 43% in 2012 to 71.5% in 2017		We have added our title one information as required by federal regulation. Our goal is to be in compliance with the ten requirements of a school wide title 1 program	January 03, 2013	Mr. Marlin R Gregg
Objective	48% of Third grade students will demonstrate a proficiency increase reading perfciciency to 46 percent in English Language Arts by 06/03/2013 as measured by measured by KPREP end of year assessment.		All of the objectives for Title 1 program will be added in the activity section of this section.	January 03, 2013	Mr. Marlin R Gregg