

**Oak Grove Elementary School Fine Arts Academy
2017-18**

School Improvement Plan/Title I Schoolwide Plan

6118 Woodstock Road, Acworth, Georgia 30102

<http://cherokeek12.net/oakgrovees/> Revised

September 13, 2017

Penny Valle, Principal



The Letter of Intent for Title I Schoolwide was submitted on August 1, 2011.

Please indicate the programs that are consolidated in this plan: Title I, Title II, Title III, IDEA, Migrant, Homeless

School Profile

Oak Grove Elementary School Fine Arts Academy is a K-5 public school which also houses Oak Grove Preschool, in Cherokee County, Georgia. In August 2012, Oak Grove ES Fine Arts Academy was designated a Fine Arts Academy - one of the first in the history of the Cherokee County School District. Oak Grove ES Fine Arts Academy is a Title I school that serves 464 students with approximately 61% of these students receiving Free/Reduced Meals and living at/or below the poverty line. The student demographics by ethnicity are listed in the table below.

Ethnicity	Total	Percentage
Hispanic/Latino	194	41.8%
Asian	10	2.2%
Black	40	8.6%
White	203	43.7%
MultiRacial	17	3.7%
<i>Total</i>	464	

Title I funds provide a part-time Kindergarten para professional and an additional teacher in Kindergarten, 2nd, 3rd, 4th and 5th grade homerooms to facilitate a Classroom Reduction Model with a lower student/teacher ratio. Title I funds are also utilized for a remedial Problem-Based Learning Lab teacher. All grade levels have common planning. Additionally, Oak Grove ES Fine Arts Academy has committed Title I funds to continue utilizing a bilingual Parent Involvement Facilitator. Thus, there are 27 homerooms in the school with the following distribution.

Five Kindergarten homerooms

Four 1st Grade homerooms

Five 2nd Grade homerooms

Five 3rd Grade homerooms

Four 4th Grade homerooms

Four 5th Grade homerooms

Also located on the school campus is the Oak Grove Preschool, which serves 66 three and four year olds with 22 in the Georgia Lottery Pre-K program, 29 students in the special needs Preschool and 15 students in a community-based setting. The Preschool programs have 15 faculty and staff members. In total, Oak Grove ES Fine Arts Academy has 530 students, and 88 faculty/staff members on the campus. Oak Grove ES Fine Arts Academy is a proud member of the Etowah Innovation Zone along with partner schools Bascomb ES, Boston ES, Clark Creek ES STEM Academy, E.T. Booth MS and Etowah HS. As a zone,

Operation Graduation is promoted, a program to encourage and educate students and parents about the importance of attaining a high school diploma.

This school year, Oak Grove ES Fine Arts Academy is transitioning to a STEAM culture school with the establishment of a STEM Lab and a Problem-Based Learning Lab, and enhancements to our programming classes and Maker Space area. While continuing to integrate the fine arts into the curriculum, teachers and staff will facilitate collaborative opportunities for students in these areas to promote creativity, critical thinking skills and communication skills. The students will also incorporate problem-solving and discovery learning through informational technologies. All students have an Office 365 account, and all teachers have completed Microsoft Innovative Educators (MIE) certification to facilitate student proficiency in a variety of informational technologies. The school's goal is to remarkably prepare students for their secondary education in a global, information society.

A. CHEROKEE COUNTY SCHOOL DISTRICT'S MISSION STATEMENT:

We, the School Board of the Cherokee County School District, are committed to educating the emerging generation through learning environments designed to increase the performance of all students.

B. CHEROKEE COUNTY SCHOOL DISTRICT'S BELIEF STATEMENTS:

- ❖ All students deserve the opportunity to learn, achieve success and become productive citizens.
- ❖ Education/learning is a shared responsibility and should take place in the home, at school and in the community.
- ❖ All students can learn; but they learn in different ways, at different rates and with different preferential learning styles.
- ❖ Learning is achieved through the use of a variety of effective teaching techniques.
- ❖ A safe and secure environment is essential for teaching and learning.
- ❖ All students should be taught by teachers and parents how to learn and how to become lifelong learners. g. All students deserve equal access to a quality education.
- ❖ Quality education requires quality staff, programs, facilities, equipment and technology.
- ❖ Parent and community participation, support and responsibility are essential to the positive social, emotional, cultural and academic development of every student.
- ❖ Student achievement is enhanced through partnerships with parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities.
- ❖ All policy, administrative, instructional and educational support decisions should be based on student needs and what is best for students.
- ❖ Diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided and education is enhanced in a diverse, inclusive setting.
- ❖ All schools should be accountable for improving student achievement.
- ❖ All schools should reflect school-based, participatory management.
- ❖ All students must be prepared to function effectively in a knowledge-based, technologically-rich and culturally-diverse 21st century.
- ❖ All staff should have access to results-driven professional development and training which is aligned with the School Board's Major System Priorities and School Improvement Plans. Such professional development and training must be standards-based, job-imbedded, collaborative and build an organizational culture that insures continuous improvement.

C. CHEROKEE COUNTY SCHOOL DISTRICT'S MAJOR SYSTEM PRIORITIES:

1. Establishing internationally competitive standards for student performance and an accountability system and policy framework designed to insure that all students are challenged individually and collectively to meet more rigorous standards.
2. In collaboration with technical colleges, other institutions of higher learning and the local business community, insuring that vocational/technical education programs prepare students for a diverse and technologically rich society.
3. Insuring that all students and staff have a safe and secure environment for teaching and learning.
4. Attracting, retaining, and training the best teachers, principals, and support staff.
5. Utilizing technology both to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
6. Increasing parental and community involvement through public engagement policies and practices that treat parents, businesses, community-based organizations and agencies, local institutions of higher learning and other public entities as true partners in the educational process.
7. Addressing exploding student population growth, recognizing that there is a large gap between the school district's facilities and technology needs and available capital outlay revenue.

D. ADVANCED STANDARDS FOR QUALITY:

- Standard 1: Purpose and Direction. The School District maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.
- Standard 2: Governance and Leadership. The School District operates under governance and leadership that promote and support student performance and school effectiveness.
- Standard 3: Teaching and Assessing for Learning. The School District's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
- Standard 4: Resources and Support Systems. The School District has resources and provides services that support its purpose and direction to ensure success for all students.
- Standard 5: Using Results for Continuous Improvement. The School District implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

E. SCHOOL MISSION STATEMENT:

The mission at Oak Grove Elementary School Fine Arts Academy is to meet the needs of each unique individual by:

- ❖ *Encouraging life-long, enthusiastic learners;*
- ❖ *Providing a safe, positive and nurturing learning environment where students, teachers, parents and community work together; and*
- ❖ *Implementing a school-wide Science, Technology, Engineering, Arts and Math (STEAM) learning program that integrates across the curriculum to engage and enrich the lives of students by providing collaborative opportunities that promote creativity, critical thinking and communication skills through daily instruction.*

F. SCHOOL VISION STATEMENT:

Oak Grove Elementary ES Fine Arts Academy seeks to incorporate STEAM integration that transforms the classroom curriculum with active engagement of students by incorporating problem-solving, critical thinking and discovery learning, while using the Fine Arts and informational technologies as a vehicle for learning and demonstrating what has been learned. Oak Grove ES Fine Arts Academy will continue as a Fine Arts Academy but will supplement arts integration with a STEAM culture within the next three years. Oak Grove ES Fine Arts Academy's knowledge and experiences in Fine Arts integration will be enhanced with experiences in science, technology, engineering and mathematics integration at an age-appropriate level of learning for students. Through experimentation, design and creation, students will apply math skills such as measuring, graphing and analysing outcomes. They will enhance their reading of informational texts and their writing skills by journaling, explaining, communicating and reflecting on the process and their product. All students have Office 365 accounts, and all teachers are Microsoft Innovative Educator Certified. So, students will demonstrate their learning through information technologies using Microsoft products, iPads and applications, computer coding, STEAM labs and a 3-D printer. Students will receive weekly instruction that supports a STEAM culture that integrates academic standards as well as prepares them for a secondary education on our global society.

G. SCHOOL BELIEF STATEMENTS:

- ❖ Learning is a priority for our school, and all children will learn.
- ❖ Age-appropriate opportunities for achievement and success should be provided to all students.
- ❖ Student learning should be the primary focus for all decisions within the school.
- ❖ The learning environment will be a place of mutual respect.
- ❖ Education excellence and success is a shared responsibility of students, parents, the community, faculty and staff.
- ❖ Students learn best when they are actively engaged in learning at their own rate and instructional level.
- ❖ Students learn best when they are actively engaged in the learning process and have appropriate opportunities for success.

Oak Grove Elementary
School Improvement Plan Design Team

Design Team Member	Position	Signature
Penny Valle	Principal	P Valle
Carrie O'Bryant	Assistant Principal	Carrie O'Bryant
Michelle Grant	Instructional Lead Strategist	Michelle Grant
Heather Burgess	Kindergarten Lead Teacher	Heather Burgess
Jan Robinson	1 st grade Lead Teacher	Jan Robinson
Heather Gerick	2 nd grade Lead Teacher	Heather L. Gerick
Jody Staab	3 rd grade Lead Teacher and PLTL	Jody Staab
Amy McCravy	4 th grade Lead Teacher	Amy McCravy
Virginia Diederich	5 th grade Lead Teacher	Virginia Diederich
Carli O'Connell	Special Education Lead Teacher	Carli O'Connell
Christy Cook	Labs and Specials Lead Teacher	Christy Cook
Lisa Reidy	ESOL Lead Teacher	Lisa Reidy
Janeen Bastin	Counselor	Janeen Bastin
Maria Benitez	Parent, PTA President and School Council member	Maria Benitez

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

College and Career Readiness Performance Index (CCRPI)

CCRPI Overall Score	2015 Score	Gap	
Target Score	100		
School	76.7		
Like Georgia Elementary Schools	77.8	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	77.9	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	71.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

For the past two years, Oak Grove Elementary has made significant gains in student achievement, closing the gap and increasing CCRPI scores. OGES increased our CCRPI score from 65.6 to 76.7, so 11.1 point gain from the 2015 score to the 2016 score. For the 2016 report, OGES had a CCRPI score that was 6 points above the state average; however, our score still lags about 1 point behind CCSD and "like" Georgia Elementary Schools.

College and Career Readiness Performance Index (CCRPI)

CCRPI Achievement Points	2015 Score	Gap	
Target Score	50		
School	27.8		
Like Georgia Elementary Schools	30.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	33.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	30	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES earned 27.8 Achievement Points on student achievement data for the 2016 school year, which is a increase of 1.1 points from the 2015 SY. However, our number of achievement points is still 2.2 points below the state average, 5.6 points below CCSD average, and 2.9 points below Like Georgia Elementary Schools.

College and Career Readiness Performance Index (CCRPI)

CCRPI Progress Points	2015 Score	Gap	
Target Score	40		
School	40		
Like Georgia Elementary Schools	36.3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	36.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	33.8	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

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Oak Grove Elementary School - School Improvement Plan - Part III

College and Career Readiness Performance Index (CCRPI)

CCRPI Achievement Gap Points	2015 Score	Gap	
Target Score	10		
School	6.6		
Like Georgia Elementary Schools	6.3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	6.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	6.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Oak Grove's Achievement Gap points increased 1.6 points from the 2015 school year. However, our number of achievement gap points is still 0.1 point below the state and CCSD averages. OGES achievement gap points are 0.4 points above Like Georgia Elementary Schools.

College and Career Readiness Performance Index (CCRPI)

CCRPI Challenge (ED/EL/SWD) Points	2015 Score	Gap	
Target Score	10		
School	1		
Like Georgia Elementary Schools	4.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	0.9	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	7.1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES only earned 1 Challenge Point which is significantly below the Georgia average of 7.1 points and below Like Georgia Schools by 3.4 points. OGES average was 0.1 above the CCSD ES average.

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

Georgia Milestones End-of-Grade Results (CCRPI)

English/Language Arts (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	33.3		
Like CCSD Elementary Schools	24.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	49	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	38	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES 3rd grade ELA results indicate 32% of students were proficient. This is 4% below the state average and 14% below district Levels for Proficient or above.

OGES 4th grade ELA results indicate 39% of students were proficient. Our 4th grade ELA results are 3% above the state average; however, 7% below our district.

OGES 4th grade ELA results indicate only 29% of students were proficient. Our 5th grade ELA results are 9% below the state average and 20% below our district average.

Georgia Milestones End-of-Grade Results (CCRPI)

Mathematics (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	42.3		
Like CCSD Elementary Schools	33.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	56	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	38	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES 3rd grade Math results indicate 52% of students were proficient. These results are 10% above the state average; however, 6% below our district.

OGES 4th grade Math results indicate 39% of students were proficient. Our 4th grade Math results are 3% above the state average; however, 12% below our district.

OGES 5th grade Math results indicate 39% of students were proficient. Our 4th grade Math results are 2% above the state average; however, 13% below our district.

Oak Grove Elementary School - School Improvement Plan - Part III

Georgia Milestones End-of-Grade Results (CCRPI)

Science (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	44.4		
Like CCSD Elementary Schools	32.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	49	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	40	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES 5th grade Science results indicate 44% of students were proficient. Our 5th grade Science results are 5% above the state average; however, 5% below our district.

Georgia Milestones End-of-Grade Results (CCRPI)

Social Studies (Students Scoring at Levels 3 & 4)	2016 %	Gap	
School	33.6		
Like CCSD Elementary Schools	24.2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	37	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	29	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES 5th grade Social Studies results indicate 34% of students were proficient. Our 5th grade Social Studies results are 5% above the state average; however, 3% below our district.

Georgia Milestones End-of-Grade Results (CCRPI)

Percent Typical/High Growth	2015 Avg.	Gap	
School	78		
Like CCSD Elementary Schools	73.6	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	70	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	65	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

Student Demographic Data			
Percent of ED Students	%	Gap	
School	63		
Like CCSD Elementary Schools	75.6	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	34.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Our Economically Disadvantage population is 12.4% less than LIKE schools.

Our ED population is 28.3% greater than CCSD average.

Student Demographic Data			
Percent of EL Students	%	Gap	
School	20.9		
Like CCSD Elementary Schools	36.3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	9.9	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Our EL Student population is 15.4% less than Like CCSD Elementary Schools; however, 11% greater than all CCSD Elementary Schools.

Although this does have an impact, our teachers are addressing the needs of the EL Learner through strategies such as SIOP and the Six Step Marzano Vocabulary Development strategy.

Student Demographic Data			
Percent of SWD Students	%	Gap	
School	11.3		
Like CCSD Elementary Schools	14.5	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	13.4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Our SWD population is 4.2% below the average for LIKE schools.

Our SWD population is 2.1% below the district average.

As more students are identified and served through the RTI process with fidelity, we anticipate our SWD population may rise somewhat. We currently have several students at Tier 3, which may be referred for Special Education screening.

Oak Grove Elementary School - School Improvement Plan - Part III

Student Demographic Data

Percent of RTI (Tier 2 & 3) Students	%	Gap	
School	50.8		
Like CCSD Elementary Schools	48.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	30.8	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Our percent of students at Tier 2 and 3 is 2.4% greater than Like CCSD Elementary Schools.

Our percent of students at Tier 2 and 3 is 20% greater than Like CCSD Elementary Schools. this is not uncommon for a Title I school.

Student Demographic Data

Percent of Gifted Students	%	Gap	
School	6.6		
Like CCSD Elementary Schools	3.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	9.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

Our Gifted population is 2.7% below the CCSD average.

Our school may have under-identified Gifted students, especially with our EL population.

Student Demographic Data

All Students Attendance Rate	%	Gap	
School	96.1		
Like CCSD Elementary Schools	95.8	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	96.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES Student Attendance Rate is 0.2 % below the CCSD Elementary School Average.

Oak Grove Elementary School - School Improvement Plan - Part III			
Student Demographic Data			
SWD Attendance Rate		%	Gap
School		95.8	
Like CCSD Elementary Schools		94.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
All CCSD Elementary Schools		95.7	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Georgia		0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Gap Analysis / Longitudinal Trends			

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

Faculty/Staff Demographic Data

Teacher Average Year of Experience	Avg.	Gap	
School	0		
Like CCSD Elementary Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

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Faculty/Staff Demographic Data

First Year Teacher	%	Gap	
School	20.5		
Like CCSD Elementary Schools	19.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	13	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	18.9	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

We had only 3 First Year Teachers last year out of 47 Teachers, so I disagree with this calculation for OGES.

Faculty/Staff Demographic Data

Gifted Endorsed Teachers	%	Gap	
School	14		
Like CCSD Elementary Schools	17.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	22	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES has 3.3% less Gifted Endorsed Teachers than all CCSD Elementary Schools and 8% less Gifted Endorsed Teachers than all CCSD Elementary Schools.

Faculty/Staff Demographic Data

ESOL Endorsed Teachers	%	Gap	
School	15		
Like CCSD Elementary Schools	25	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	9	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES has 10% less ESOL Endorsed Teachers than Like CCSD Elementary Schools.

Oak Grove Elementary School - School Improvement Plan - Part III

Faculty/Staff Demographic Data

Teacher Average Days Absent	Avg.	Gap	
School	0		
Like CCSD Elementary Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

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Faculty/Staff Demographic Data

Teacher Retention	Avg.	Gap	
School	84.1		
Like CCSD Elementary Schools	85.1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	87.7	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	81.7	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES had 1% lower Teacher Retention than Like CCSD Elementary Schools and 3.6% less retention than All CCSD Elementary Schools.

Faculty/Staff Demographic Data

Percent of Teachers at TKES Levels 3 & 4 (Overall)	%	Gap	
School	97.5		
Like CCSD Elementary Schools	99.1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	100	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES had 1.6% less Teachers on TKES Levels 3 & 4 than Like CCSD Elementary Schools and 2.5% less than All CCSD Elementary Schools.

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

Discipline Data			
Discipline: Not SWD Out-of-School Suspension	Avg.	Gap	
School	1.5		
Like CCSD Elementary Schools	0.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	0.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
OGES had 1.1% more Non-SWD OSS than Like CCSD Elementary Schools and 1.2% more than All CCSD Elementary Schools.			
Discipline Data			
Discipline: SWD Out-of-School Suspension	%	Gap	
School	1.7		
Like CCSD Elementary Schools	0.5	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	1.9	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
OGES had 1.2% more SWD OSS than Like CCSD Elementary Schools and 0.2% less than All CCSD Elementary Schools.			
Discipline Data			
Discipline: Minority Out-of-School Suspension	%	Gap	
School	3.3		
Like CCSD Elementary Schools	0.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	0.5	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
OGES had 2.9% more ELL OSS than Like CCSD Elementary Schools and 2.8% more than All CCSD Elementary Schools.			
Discipline Data			
Discipline: Not SWD In-School Suspension	%	Gap	
School	6.4		
Like CCSD Elementary Schools	2.2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
All CCSD Elementary Schools	2.2	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
OGES had 4.2% more Non-SWD ISS than Like CCSD Elementary Schools and 4.4% more than All CCSD Elementary Schools.			

Oak Grove Elementary School - School Improvement Plan - Part III

Discipline Data

Discipline: SWD In-School Suspension	Avg.	Gap
School	10.3	
Like CCSD Elementary Schools	3.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
All CCSD Elementary Schools	5.7	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES had 6.8% more SWD ISS than Like CCSD Elementary Schools and 4.6% more than All CCSD Elementary Schools.

Discipline Data

Discipline: Minority In-School Suspension	Avg.	Gap
School	8	
Like CCSD Elementary Schools	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
All CCSD Elementary Schools	2.2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Georgia	0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Gap Analysis / Longitudinal Trends

OGES had 6% more ELL ISS than Like CCSD Elementary Schools and 5.8% more than All CCSD Elementary Schools.

Oak Grove Elementary School - School Improvement Plan - Part III

Needs Assessment

Other Data Influences			
Least Restrictive Environment (LRE) Percentage	%	Gap	
School	56.3		
Like CCSD Elementary Schools	54	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
All CCSD Elementary Schools	60	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Georgia	65.3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Gap Analysis / Longitudinal Trends			
OGES LRE is 2.3 % better than Like CCSD Elementary Schools.			
OGES LRE is 3.7% lower than All CCSD Elementary Schools and 9% lower than Georgia.			

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - Oak Grove Elementary School

Increase student achievement in Reading by increasing the average percent of students reading on or above grade level in grades 3, 4 and 5 on the Georgia Milestones assessment by 3% each year for the next 3 years (from 64% to 73%) beginning 2016-17 SY.

Applicable AdvancED Standards

- 1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- 1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
- 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.1 - The governing body establishes policies and supports practices that ensure effective administration of the school.
- 2.2 - The governing body operates responsibly and functions effectively.
- 2.3 - The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.
- 2.5 - Leadership engages stakeholders effectively in support of the school's purpose and direction.
- 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.
- 4.1 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
- 4.2 - Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
- 4.3 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 4.4 - Students and school personnel use a range of media and information resources to support the school's educational programs.
- 4.5 - The technology infrastructure supports the school's teaching, learning, and operational needs.
- 4.6 - The school provides support services to meet the physical, social, and emotional needs of the student population being served.
- 4.7 - The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.
- 5.1 - The school establishes and maintains a clearly defined and comprehensive student assessment system.
- 5.2 - Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- 5.3 - Professional and support staff are trained in the evaluation, interpretation, and use of data.
- 5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.
- 5.5 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - Oak Grove Elementary School

Increase student achievement in Reading by increasing the average percent of students reading on or above grade level in grades 3, 4 and 5 on the Georgia Milestones assessment by 3% each year for the next 3 years (from 64% to 73%) beginning 2016-17 SY.

Goal 1 - Year 1

Strategy # 1

WHAT? Research-Based Strategies to Achieve Goal	Implement Vocabulary program and emphasis	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Marzano Vocabulary Development and SIOP strategies	
WHO? Impacted Staff	All certified faculty	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017-May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	EasyCBM, Rigby and/or Lexiles Georgia Milestones	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact		

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - Oak Grove Elementary School

Increase student achievement in Reading by increasing the average percent of students reading on or above grade level in grades 3, 4 and 5 on the Georgia Milestones assessment by 3% each year for the next 3 years (from 64% to 73%) beginning 2016-17 SY.

Goal 1 - Year 1

Strategy # 2

WHAT? Research-Based Strategies to Achieve Goal	Implement Scholastic Guided Reading and Direct reading instruction with fidelity	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Scholastic Guided level reading program with leveled groups for all students. Wilson Reading Program for students at Tier 4	
WHO? Impacted Staff	All certified faculty	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017-May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	EasyCBM, Rigby and/or Lexiles Georgia Milestones	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact		

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #1 - Oak Grove Elementary School

Increase student achievement in Reading by increasing the average percent of students reading on or above grade level in grades 3, 4 and 5 on the Georgia Milestones assessment by 3% each year for the next 3 years (from 64% to 73%) beginning 2016-17 SY.

Goal 1 - Year 1

Strategy # 3

WHAT? Research-Based Strategies to Achieve Goal	Utilize Phonics instruction with fidelity	
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Wilson Foundations Phonics Program	Action Plan
WHO? Impacted Staff	Teachers in grades K-2	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017-May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	EasyCBM, Rigby and/or Lexiles Georgia Milestones	
WHY? Data Assessing Strategy Implementation and Impact		Evidence of Effectiveness of the Implemented Strategies
Year 1 Impact of Strategies and Action Plan on Goal #1		
Mid-Year Impact Check		
End-of-Year Impact Check		

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - Oak Grove Elementary School

Increase student achievement in Math by increasing the average percent of students in grades 3, 4 and 5 scoring in Levels III or IV (combined) on the Georgia Milestones assessment by 3% each year for the next 3 years (from 43% to 52%) beginning 2016-17 SY.

Applicable AdvancED Standards

- 1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- 1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
- 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.1 - The governing body establishes policies and supports practices that ensure effective administration of the school.
- 2.2 - The governing body operates responsibly and functions effectively.
- 2.3 - The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction.
- 2.5 - Leadership engages stakeholders effectively in support of the school's purpose and direction.
- 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2 - Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessment of student learning and an examination of professional practice.
- 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning.
- 3.6 - Teachers implement the school's instructional process in support of student learning.
- 3.7 - Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.
- 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.11 - All staff members participate in a continuous program of professional learning.
- 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students.
- 4.1 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
- 4.2 - Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
- 4.3 - The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 4.4 - Students and school personnel use a range of media and information resources to support the school's educational programs.
- 4.5 - The technology infrastructure supports the school's teaching, learning, and operational needs.
- 4.6 - The school provides support services to meet the physical, social, and emotional needs of the student population being served.
- 4.7 - The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.
- 5.1 - The school establishes and maintains a clearly defined and comprehensive student assessment system.
- 5.2 - Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- 5.3 - Professional and support staff are trained in the evaluation, interpretation, and use of data.
- 5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.
- 5.5 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - Oak Grove Elementary School

Increase student achievement in Math by increasing the average percent of students in grades 3, 4 and 5 scoring in Levels III or IV (combined) on the Georgia Milestones assessment by 3% each year for the next 3 years (from 43% to 52%) beginning 2016-17 SY.

Goal 2 - Year 1

Strategy # 1

WHAT? Research-Based Strategies to Achieve Goal	Provide formative evaluation	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Teachers will use SIOP strategies and student-led activities such as student summarization, ticket out the door and weekly quizzes to evaluate the learning process before the summative assessment. Teachers analyze student data in their grade level meetings.	
WHO? Impacted Staff	All teachers of math	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017- May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	Weekly formative assessments iReady math Summative assessments Georgia Milestones	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact		

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - Oak Grove Elementary School

Increase student achievement in Math by increasing the average percent of students in grades 3, 4 and 5 scoring in Levels III or IV (combined) on the Georgia Milestones assessment by 3% each year for the next 3 years (from 43% to 52%) beginning 2016-17 SY.

Goal 2 - Year 1

Strategy # 2

WHAT? Research-Based Strategies to Achieve Goal	Implement student-centered teaching	Action Plan
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Teachers will include at least 40 minutes per day of math in student-centered activities, including Number Talks, iReady online math, math manipulatives and centers	
WHO? Impacted Staff	All teachers of math	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017- May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	Weekly formative assessments iReady math Summative assessments Georgia Milestones	Evidence of Effectiveness of the Implemented Strategies
WHY? Data Assessing Strategy Implementation and Impact		

Oak Grove Elementary School - School Improvement Plan - Part IV

Goals and Action Plans

Goal #2 - Oak Grove Elementary School

Increase student achievement in Math by increasing the average percent of students in grades 3, 4 and 5 scoring in Levels III or IV (combined) on the Georgia Milestones assessment by 3% each year for the next 3 years (from 43% to 52%) beginning 2016-17 SY.

Goal 2 - Year 1

Strategy # 3

WHAT? Research-Based Strategies to Achieve Goal	Utilizing Number Talks to springboard to Constructed Response so students explain how they solve the problem	
HOW? Plan of Implementation of the Strategies (Programs / PD Activities / Source of Funds / Est. Cost)	Teachers will facilitate Number Talks at least twice a week then bridge the connection to Construction Response	Action Plan
WHO? Impacted Staff	All teachers of math	
WHO? Impacted Students (RTI Tier)	RTI tiers 1-4,SWDs, ELs, EDs	
WHEN? Timeline	August 2017- May 2018	
WHY? Planned Measurement to Assess Progress on Strategy Implementation	Weekly formative assessments iReady math Summative assessments Georgia Milestones	
WHY? Data Assessing Strategy Implementation and Impact		Evidence of Effectiveness of the Implemented Strategies
Year 1 Impact of Strategies and Action Plan on Goal #2		
Mid-Year Impact Check		
End-of-Year Impact Check		

Section 5 – Locally Required Plans

A. REVIEW OF CHEROKEE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT FOCUS/TARGETS 2016-19

- Offer professional growth opportunities designed to produce teachers and support staff prepared to promote the success of all students through effective classroom instruction.
- Support the improvement of the performance of students, staff, and the organization through results-driven professional development, which is standards-based, job embedded, and collaborative, i.e., Professional Learning Communities (PLC).
- Support teachers' effective use of formative, summative and diagnostic assessments as well as the collection, analyzation and reporting of data as a means of determining effective instruction and equitable access to student support programs.
- Provide professional learning opportunities for all staff which will support students' academic needs through the integration of technology in standards-based lessons.
- Build capacity for instructional leadership through consistent and pervasive models of teacher and administrator training and collaboration that lead to effective school improvement and increase student achievement.

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the 2016-17 school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
Peer Observations	Positive growth collaboration and team effectiveness	X		Increase of vertical and horizontal collaboration and understanding.
Professional Learning Communities	Positive growth collaboration and team effectiveness	X		Increase of horizontal collaboration and improved understanding of teaching and learning effectiveness.
Wilson Foundations Phonics	Positive growth in phonics skills	X		To increase fidelity of effective implementation, CCSD trainer will continue. Training needed for new staff.
Subject Area Collaboration	Positive growth collaboration and team effectiveness	X		Increase of vertical and horizontal collaboration and improved understanding of teaching and learning effectiveness.

Section 5 – Locally Required Plans

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the **2016-17** school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
SIOP	Positive growth based on effective instruction for EL students	X		Increase academic achievement levels for EL students as well as build capacity for all learners
Marzano Six-Step Vocabulary Development	Positive growth based on effective instruction for EL students	X		Increase academic achievement levels for EL students as well as build capacity for all learners
Katy Huller Writing workshop	Positive growth based on effective instruction for EL students		X	Increase academic achievement levels for EL students as well as build capacity for all learners
RESA Struggling Readers Workshop	Positive growth based on effective instruction for EL students		X	Increase academic achievement levels for EL students as well as build capacity for all learners
GaETC Technology Conference	Increase the integration of technology and make global connections.	X		To create a culture to foster collaboration, creativity, communication and authentic learning.
GA STEM Forum	Increase STEAM integration and innovative problem-based learning	X		To create a culture to foster authentic problem-based learning and application of cross curricular skills.
Microsoft Academy	Increasing student use of Microsoft products to access and use technology to produce authentic work		X	To increase student use of Microsoft products to access and use technology to produce authentic work
Do the Math Training	This explicit math training program has been successful with our Special Education students in the resource program.		X	Teachers will continue to have on-site support for Do the Math to ensure fidelity of the program.

Section 5 – Locally Required Plans

B. ANALYSIS OF PREVIOUS YEAR'S SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Complete the following analysis as it relates to the effectiveness of school-based professional development activities for the **2016-17** school year:

Professional Development Activity	Statement of Effectiveness/Impact on Student Achievement	Continue	Discontinue	Rationale
APTT training	Positive improvement in parental involvement		X	Increase parental involvement
Comprehensive Explicit Reading Instruction	Positive growth based on effective instruction in reading	X		Increase academic achievement levels for reading
ArtsNow Foundational training, monthly PLCs, and ½ day PD	Continued Fine Arts Integration in the curriculum	X		Continued Fine Arts Integration in the curriculum
Number Talks	Positive growth in math based on effective instruction for students	X		Increase number sense, computation, concepts/skills, and overall understanding and achievement in math
MIE Certification all faculty	Increase the integration of technology and make global connections.	X		To create a culture to foster collaboration, creativity, communication and authentic learning.
RTI Training – all teachers	Improved and consistent interventions and documentation of success	X		To Improve implementation of consistent interventions and documentation of success
Oak Grove 101 – new teachers to school	New teachers are connected to the school and a buddy/mentor	X		To connect new teachers to the school and a buddy/mentor
RazKidz Training	Improved student achievement in reading	X		To Improve student achievement in reading

Section 5 – Locally Required Plans

C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

Complete the following chart for your school-based Professional Development Plan for the <u>2017-18</u> school year:					Total Allocation: \$3,784.12
Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
Leveled Literacy Intervention training	2	Select K-5 Teachers	October-April 2018	Training, Materials, Substitutes	6124, grant request for half of cost
Data Teams for Learning (DT4L)	1 & 2	All certified staff members, ILS - facilitator	September-December 2017	Training, Materials	No Cost – during planning
Professional Learning Communities (PLCs)	1 & 2	All certified staff members, ILS/PLTL oversight	August 2017-May 2018	Training, Materials	No Cost – during planning
Foundations	2	K-2 new Teachers, D. Ritter, facilitator	July – December 2017	Training, Materials, & Substitutes	No cost – during planning
Guided Reading protocol	2	ELA Teachers, ILS - facilitator	August – September 2017	Training, Materials	No Cost – during planning
Ready Math including iReady	1	Math Teachers, ILS - facilitator	August 2017-May 2018	Training, Materials	No Cost – during planning
SIOP coaching, modelling and feedback	1 & 2	All Teachers, Angela Martin - facilitator	January 2018-March 2018	Training, Materials	No Cost – during planning
Administering NSGRA Assessments	2	ELA Teachers, ILS - facilitator	August 2017	Training, Materials	No Cost – during planning

Section 5 – Locally Required Plans

C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

Complete the following chart for your school-based Professional Development Plan for the <u>2017-18</u> school year:					Total Allocation: \$3,784.12
Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
ArtsNow Foundational training, monthly PLCs, and ½ day PD	1 & 2	All Faculty	June 2017-May 2018	Training, Materials, substitutes	No Cost – AEMDD grant
GAEL membership and Summer Conference	1 & 2	Principal	July 2017	Registration and travel expenses	812
GA STEM Forum	1 & 2	Assistant Principal and AIM teacher	October 2017	Registration and travel expenses	700
Dr. Beegle conference on Poverty	1 & 2	Three new teachers	December 2017	Registration and substitutes	591, grant request
Ms. Weatherly conference on IEP Process	1 & 2	Asst. Principal and Special Ed Department Chair	November 2017	Registration and substitute	387, grant request
Balanced Literacy (Guided Reading and ELA/RCD units)	2	ELA Teachers, ILS - facilitator	August 2017-May 2018	Training, Materials	No Cost – during planning
GA ETC Conference	1 & 2	Three lead teachers	November 2017	Registration and substitutes	1046, zone grant
GAESP membership and Fall Conference	1 & 2	Principal	November 2017	Registration and travel expenses	841
Specials and Labs teachers to visit Henderson Mill ES	1 & 2	6 Teachers	November 2017	Substitutes	581, grant request
Administering Scholastic Reading Records	2	ELA Teachers, ILS - facilitator	July 2017	Training, Materials	No cost – during preplanning

Section 5 – Locally Required Plans

C. DEVELOPMENT OF 2017-18 STATE STAFF DEVELOPMENT BUDGET ALLOCATION PLAN ALIGNED TO SCHOOL IMPROVEMENT PLAN

Complete the following chart for your school-based Professional Development Plan for the <u>2017-18</u> school year:					Total Allocation: \$3,784.12
Professional Learning Activity	SIP Goal(s) #	Participant(s)	Timeline	Resources Needed	Cost (should equal allocation)
Mentor Sentences	2	ELA Teachers, ILS - facilitator	September- October 2017	Training, Materials	No Cost – during planning
Read Alouds	2	ELA Teachers, ILS - facilitator	September- October 2017	Training, Materials	No Cost – during planning
Microsoft 3D paint and story teller app	1 & 2	Select teachers	September – December 2017	Training, Materials	No Cost – provided by district
Model Classrooms	1 & 2	ELA Teachers, ILS - facilitator	October 2017 – April 2018	Training, Materials	No cost – during planning
Guided Reading protocol	2	ELA Teachers, ILS - facilitator	August 2017	Training, Materials	No Cost – during planning
Mini-Lessons Components	2	ELA Teachers, ILS - facilitator	October – November 2017	Training, Materials	No Cost – during planning
Writer's Workshop	2	ELA Teachers, ILS - facilitator	October 2017 – January 2018	Training, Materials	No Cost – during planning
Shared Reading	2	ELA Teachers, ILS - facilitator	August - November 2017	Training, Materials	No Cost – during planning

Section 5 – Locally Required Plans

D. PROFESSIONAL LEARNING COMMUNITY IMPLEMENTATION PLAN

*Provide a summary of school-based Professional Learning Community activities planned for the **2017-18** school year (limited to 250 words):*

During SY 2017-18, Professional Learning Communities (PLC's) at OGES will involve the following: Professional Learning Facilitators have been identified for each grade level and building specials teams. The Professional Learning Teacher Leader (PLTL) created a OneNote resource to be used by all PLC representatives. Each PLC has established norms and roles. The ILS and PLTL will guide PLC's through each step of the PLC process/Data cycle. Priority Standards for the content areas of ELA and Math were identified in PLC meetings. Common formative assessments to administer and score to guide instruction will be developed collaboratively. The five step DT4L Data Cycle Process will be implemented for the purpose of collecting and analysing data, determining SMART Goals, identifying research-based instructional strategies for all learners, and checking the effectiveness, in order to adjust instruction as needed. Mid-assessments will be given and strategies will be re-evaluated. Post-tests will be given. PLC's will analyze post-test data and make decisions for remediating students not proficient on standards. Along with the guidance and resources provided by the ILS and PLTL, PLC's will continue on this Data Cycle for the remainder of the 2017-2018 school year. The goal of Oak Grove's PLC's is to effectively implement DT4L and utilize the process through each unit of study for ELA and Math. The overall goal is to help solidify the process of PLC's and components of an effective data cycle through the implementation of DT4L.

E. TECHNOLOGY DRIVEN PROFESSIONAL DEVELOPMENT ACTIVITIES AND PLAN

*Provide a summary of school-based, technology-focused Professional Development activities planned for the **2017-18** school year with the following considerations (limit response to 250 words): Needs of audience type (administrators, teachers, clerical, etc.); action plan to address needs; planned training times/schedule for training; and include numbers trained as MIE and/or Apple Vanguard (included number of certified in the program)*

Administration has worked closely with our school's ITS to develop a year-long, school-wide technology professional development plan.

1. Student training will be provided by the ITS for every every grade level at least once per semester. Specific areas of focus include the Microsoft Educational tools (One Drive, Cloud folders and organization, Online Apps: Word, Excel, PowerPoint, and OneNote) and CANVAS. We will also integrate MIE specific resources: OfficeMIX, Sway, Class Notebooks, Surveys, etc.).
2. Teacher training occurs bi-monthly with the ITS and covers a variety of topics – Office365 tools review (from last year's MIE training), One Note Notebooks – New Tools (Class Notebook add-in and Learning Tools, Twitter in the classroom, and CANVAS, etc.

Section 5 – Locally Required Plans

F. DIGITAL CITIZENSHIP EDUCATION PLAN

LEA's that receive federal funds are required to actively deliver digital citizenship education to all students. In CCSD, we all use these funds in the form of ERATE discounts which offset our costs for Internet Services. Please describe activities within your school that support this. Include details of (limit response to 1000 words):

- A. *how is the course delivered to students;*
- B. *how much time is committed;*
- C. *how often and how many/which students (and at which grade levels) they receive this instruction; and*
- D. *what resources are used within the course (include links e.g., Common Sense Media, Learning.Com, sample lesson plan)?*

Section 5 – Locally Required Plans

Students are provided with digital citizenship education through many avenues at Oak Grove. Examples are as follows:

1. Our Technology Specialist works with the students in each grade level on the following programs on a monthly basis: One Drive, the Cloud (folders and organization), Online Apps: Word, Excel, PowerPoint, and One Note. Students complete projects that require collaboration and choosing the most effective technological tools. These approaches to instruction allow students to identify appropriate tools while maintaining online security.
2. All teachers in grades K-5 (as well as specials area teachers) also incorporate the tools in Office 365 for collaborative units. This collaboration occurs throughout various activities and lessons, often on a weekly or even daily basis. Examples of the technological tools used include, but are not limited to, Skype, PebbleGo.com, Bing for Classrooms, Mr.Nussbaum, BrainPop.com, and BrainPopJr.com. Through these apps and resources, students disseminate useful information and determine appropriate sources of information while, again, maintaining security and using caution as they network and create.
3. Our Media Specialist incorporates lessons requiring online collaboration and sharing on a weekly basis. Examples include the Global Read Aloud, Skype visits with other schools, Digital Passport, Share Jumper, E-Volve, and Mix-N-Mash virtual art lessons. Students are required to explore what others are doing around the world while utilizing proper online etiquette. They become engaged in the world through the use of online platforms.
4. Additionally, our computer lab teacher incorporates technological resources on a daily basis with all students across all the grade levels with the direct intention of developing digital citizenship skills and awareness while incorporating state standards. Students visit this lab once weekly.

Through the use of these classroom experiences, students are provided with instruction on what they need to become effective digital citizens. Throughout the lessons, teachers reiterate exactly what it means to be true Digital Citizens through the following examples:

- Use of technology to gather and determine relevance of information
- Participation in engaging activities to voice opinions in technological avenues
- Determination of credible resources
- Seeking multiple opinions of given subjects
- Identification of and respect for cultural differences
- Setting and maintaining privacy settings
- Use of online etiquette
- Following online safety guidelines
- Identifying unsafe situations and how to proceed

Section 5 – Locally Required Plans

G. ENHANCING OF DIGITAL LEARNING PLAN

Identify current teaching practices or those in development for your school that are designed to enhance the digital learning opportunities and technology skills and knowledge of students. Provide insight on the effectiveness/shortfalls of these practices (limit response to 500 words).

Oak Grove has not fully implemented BYLD in the past due to the economic diversity of our students. We currently have 8 teachers implementing BYLD opportunities for students approximately 1 day/week in grades 4-5. BYLD is an area of growth that we are exploring for the second semester with training support from our ITS. However, we have expressed interest in piloting the first elementary 1:1 laptop/iPad initiative with our students

H. INNOVATION ZONE GOAL

Increase student achievement in school identified areas of need through collaborative analysis of student data in Professional Learning Communities (PLC's).

I. CTAE PLAN (MIDDLE AND HIGH SCHOOLS ONLY)

In support of further developing the school's CTAE programs and initiatives, please elaborate on the school's activities and plans related to CTAE programs. Please include details that (limit response to 500 words):

- *Describe the plan that your school uses to increase the number of industry certified CTAE programs.*
- *Describe the plan your school uses to increase collaboration and vertical alignment with your zone MS CTAE/Connections programs (beyond advisory committees).*
- *Describe the plan your school uses to implement Project-Based Learning (PBL) within CTAE classrooms.*
- *Describe the plan your school uses to form working relationships with industry based partners who support CTAE programs and career-based instruction.*

N/A

Section 5 – Locally Required Plans

J. WELL-ROUNDED EDUCATION PLAN

In support of providing a well-rounded education, what programs and/or services are offered at the school. Please include details that (limit response to 250 words):

- *Describe activities/programs related to ASP, extracurricular events and/or clubs.*
- *Describe how counselling and advisement programs support the growth of the whole child.*
- *Describe how students are supported non-academic concerns.*
- *Describe how character education is addressed by the school.*
- *Describe activities/classes that provide enrichment/accelerated curriculum (ES/MS/HS) and/or Advanced Placement (HS).*

After school, students may participate in ASP, which provides students with time to complete homework, play outside/gym, and work on computers. Extracurricular teams/clubs include: Academic Bowl Team, Art, Chess, Hip Hop, Chorus, OGES News Crew, Flag/Safety Patrol, Helen Ruffin Reading Bowl, Jr. Fish Club, Jr. Beta, Robotics, Science Olympiad, Student Council, Technology and Maker Club, and Spanish.

Character education is addressed by Oak Grove Eagles' SOAR social behavior expectations that are reinforced by staff, community outreach projects, and positive acknowledgement, which are in alignment with PBIS initiatives. In addition, our new Student Council is a club formed to spread the vision of the importance of knowing and exhibiting positive character traits.

With the implementation of three labs: Problem-based Learning, Math and ELA lab, our students receive a well-rounded and integrated education focused on authentic problem solving, creativity and products.

Oak Grove Elementary School provides services that support the counseling, assessment, referral, educational, and career planning needs of all

students. All students grades K-5 received guidance counseling every other week. The students in grades K-4 learn about a variety of careers and educational opportunities. Students in grade 5 complete a Career Interest Inventory and develop a Career Portfolio.

Oak Grove ES Fine Arts Academy

Title I ESSA Requirements (FY18)

I. Effective Parent and Family Engagement Strategies

Oak Grove Elementary Fine Arts Academy will take the following measures to promote and support parents and families as an important foundation of the school in order to strengthen the school and reach our school goals. We will –

- Communicate with all families and the community on a regular basis regarding schoolwide events and activities, through school and classroom newsletters, flyers, school website and Facebook page, Remind (texting), and signage on campus.
- Host an annual Title I meeting to allow all parents and families to learn more about Title I.
- Share information in English and Spanish at Curriculum Night meetings in August, at parent and family events and workshops, at parent-teacher conferences, and on our school website to help parents and families understand the school's academic standards and assessments as well as the ways parents and families can monitor their child's progress and work with educators.
- Provide necessary materials for parents and families at conferences, meetings, and school events to help parents and families work with their child to improve achievement.
- Conduct staff development on parent and family engagement practices and effective strategies for staff to communicate and build partnerships with parents and families.
- Provide information for parents and families on individual student assessment results and the interpretation of those results with report cards and at parent-teacher conferences.
- Partner with early education programs to invite families and preschool children to take a tour and share school information about parent and family engagement activities that will help prepare parents and their children for kindergarten and improve school transition.
- Ensure that information related to school and parent programs, meetings, and other activities is published in both English and Spanish, and posted on the school website and included in the monthly school newsletter for all parents and families.
- Collaborate with community leaders and business groups to increase participation and awareness of the school parent and family engagement plan and activities.
- Listen and respond to requests for additional support for parent and family engagement activities.

Oak Grove Elementary Fine Arts Academy and our families will develop a Teacher-Parent-Student Compact, which explains how parents and teachers will work together to make sure all our students reach state standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers. Parents will review the compact at the spring Title I planning meeting, the School Council will review the compact at their regular May meeting, and parents and families will be invited to provide feedback at any time during the school year.

II. Transition activities for Preschool, middle grades to high school and postsecondary education

- ✓ Oak Grove Elementary Fine Arts Academy will take the following measures to promote and support parents and families as an important foundation of the school in order to strengthen the school and reach our school goals. We will partner with early education programs to invite families and preschool children to take a tour and share school information about parent and family engagement activities that will help prepare parents and their children for kindergarten and improve school transition.

III. Title I Budget

Budget Rationale

Title	Rational/Comprehensive Needs Assessment	Data Used to Track Results	Evaluation of Program-Results
CSR-4th Grade	Spring 2017 Ga Milestones data revealed the percentage of 3rd grade students (SY2017-18 4th grade) scoring beginning and developing on the ELA assessment was 68%. This percentage was higher than the District average of 54% and the state average of 64%. Additionally, the Fall 2017 easyCBM 4th grade reading benchmark data reveals 36% scoring below grade level. Reducing class size will allow individual students additional minutes of small group instruction and provide opportunities for students to receive comprehensive vocabulary instruction through Marzano's Six-Step Process, a research-based vocabulary instructional program. All Oak Grove teachers are trained in Marzano's Six-Step Process. According to John Hattie, the implementation of a strong vocabulary program has an effect size of .67 and small group instruction has an effect size of .49. Additionally, all Oak Grove teachers are trained in Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model with components which also strongly support small group instruction and vocabulary development.	ELA Benchmarks, Diagnostics and Assessments from EasyCBM ELA results from the Georgia Milestones Assessments	
CSR-3rd Grade	The Fall 2017 easyCBM 3rd grade reading benchmark data reveals 39% scoring below grade level. Reducing class size will allow individual students additional minutes of small group instruction and provide opportunities for students to receive comprehensive vocabulary instruction through Marzano's Six-Step Process, a research-based vocabulary instructional program. All Oak Grove teachers are trained in Marzano's Six-Step Process. According to John Hattie, the implementation of a strong vocabulary program has an effect size of .67 and small group instruction has an effect size of .49. Additionally, all Oak Grove teachers are trained in Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model with components which also strongly support small group instruction and vocabulary development.	ELA Benchmarks, Diagnostics and Assessments from EasyCBM ELA results	

CSR - 1st Grade	The Fall 2017 easyCBM 1st grade reading benchmark data reveals 49% scoring below grade level. Reducing class size will allow individual students additional minutes of small group instruction and provide opportunities for students to receive comprehensive vocabulary instruction through Marzano's Six-Step Process, a research-based vocabulary instructional program. All Oak Grove teachers are trained in Marzano's Six-Step Process. According to John Hattie, the implementation of a strong vocabulary program has an effect size of .67 and small group instruction has an effect size of .49. Additionally, all Oak Grove teachers are trained in Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model with components which also strongly support small group instruction and vocabulary development.	ELA Benchmarks, Diagnostics and Assessments from EasyCBM ELA results	
CSR-Kindergarten	Our school averages in Lexile levels are also below the state and district average. Therefore, we are reducing class size to focus on reading and vocabulary development. We will utilize the SIOP Model and Marzano's 6 Step Vocabulary Development Strategies.	ELA Benchmarks, Diagnostics and Assessments - Scholastic EasyCBM GKIDS	
CSR-5th Grade	Spring 2017 Ga Milestones data revealed the percentage of 4th grade students (SY2017-18 5th grade) scoring beginning and developing on the ELA assessment was 61%. This percentage was higher than the District average of 49% and the state average of 58%. Additionally, the Fall 2017 easyCBM 5th grade reading benchmark data reveals 34% scoring below grade level. Reducing class size will allow individual students additional minutes of small group instruction and provide opportunities for students to receive comprehensive vocabulary instruction through Marzano's Six-Step Process, a research-based vocabulary instructional program. All Oak Grove teachers are trained in Marzano's Six-Step Process. According to John Hattie, the implementation of a strong vocabulary program has an effect size of .67 and small group instruction has an effect size of .49. Additionally, all Oak Grove teachers are trained in Sheltered Instruction Observation Protocol (SIOP), a research-based instructional model with components which also strongly support small group instruction and vocabulary development.	ELA Benchmarks, Diagnostics and Assessments from EasyCBM ELA results from the Georgia Milestones Assessments	
Remedial Problem Based Learning Lab	Research shows that Problem Based Learning provides a learner-centered instructional design to engage students in active inquiry. The PBL experience will use the new GSE Science standards integrated with ISTE Standards, Math GSE and ELA GSE standards to integrate learning and to develop critical thinking and problem-solving skills.	ELA Benchmarks, Diagnostics and Assessments from EasyCBM ELA results from the Georgia Milestones Assessments	

Parent Involvement Facilitator	Our Parent and Family Engagement Facilitator will help our parents help their students with literacy and fluency. She will work with parents on available resources and strategies to use at home with their children to assist with their education. Her role will help grow and nourish the partnership with parents and school staff to meet the needs of our students.	Parent Involvement Survey	
Kindergarten Paraprofessional	Our school averages in Lexile levels are also below the state and district average. Therefore, we are reducing class size to focus on reading and vocabulary development. We will utilize the SIOP Model and Marzano's 6 Step Vocabulary Development Strategies.	ELA Benchmarks, Diagnostics and Assessments - Scholastic EasyCBM GKIDS	
Summer School	According to Hattie, summer school has an effect size of .23 and small group instruction has an effect size .49. Therefore, summer school will be offered to students who have identified gaps in math and English language arts. Multiple indicators will be used in order to determine students who would most benefit. Class sizes will be limited in order to reap the full benefits of small group instruction.	Pre and Post Test Data	