



Comprehensive School Improvement Plan

Olmstead Elementary School

Logan County

Bonnie Watson, Principal
1170 Olmstead Road
Olmstead, KY 42265

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	9
--------------------	---

Stakeholders	10
--------------------	----

Relationship Building	11
-----------------------------	----

Communications	12
----------------------	----

Decision Making	14
-----------------------	----

Advocacy	16
----------------	----

Learning Opportunities	17
------------------------------	----

Community Partnerships	18
------------------------------	----

Reflection	19
------------------	----

Report Summary	20
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	22
--------------------	----

Improvement Planning Process	23
------------------------------------	----

Phase I - Needs Assessment

Introduction 25

Data Analysis 26

Areas of Strengths 27

Opportunities for Improvement 28

Conclusion 29

Olmstead CSIP 16-17

Overview 31

Goals Summary 32

 Goal 1: CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017. 33

 Goal 2: PROFICIENCY - Increase the average combined reading and math K-PREP proficiency scores from 77.1% to 83.7% in elementary and from 67.4% to 76.7% in middle school by 2019. 34

 Goal 3: NOVICE REDUCTION - Decrease the percentage of non-duplicated gap students scoring novice in reading from 12.3% to 10.2% in elementary and from 18.9% to 16.9% in middle school by 2017. 35

 Goal 4: GAP - Increase the average combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 78.5% and for all middle school students from 55.7% to 70.2% in 2019. 37

Activity Summary by Funding Source 39

Phase II - KDE Assurances - Schools

Introduction 43

Assurances 44

Phase II - KDE Compliance and Accountability - Schools

Introduction 50

Planning and Accountability Requirements 51

Executive Summary

Introduction 60

Description of the School 61

School's Purpose 62

Notable Achievements and Areas of Improvement 63

Additional Information 64

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Olmstead School CSIP School Equity Diagnostic - Dec. 2016

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

Our greatest diversity comes from our free and reduced student population (46.5%), with some diversity coming from our special education population (13.3%), and 5.9% of our students being minority students. Our students have access to highly qualified teachers as is evidenced in that we had no first year teachers last year, no teachers teaching outside of their field, and the majority of our teachers having 4 or more years experience (77.42%).

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

Our challenges are meeting the needs of our lower socioeconomic students and our special education students. These students often do not have the parent support and involvement at home to support their success.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Olmstead School CSIP School Equity Goals - Dec. 2016

Comprehensive School Improvement Plan

Olmstead Elementary School

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

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

OR

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

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

Goal 1:

GAP - Increase the average combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 78.5% and for all middle school students from 55.7% to 70.2% in 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 67.4%, and for all middle school students in the non-duplicated gap group from 55.7% to 58.3%, by 05/18/2017 as measured by K-PREP assessments.

Strategy1:

Highly Effective Teaching Strategies - Teachers will provide teaching practices designed to meet the individual learning needs of each student. This will be implemented through professional development training, administrative coaching, developing common assessments, analyzing data in PLC meetings, and effective Rtl scheduling.

Category: Professional Learning & Support

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Rutherford, M. (2013). The artisan teacher. Weddington, NC: Rutherford Learning Group.

Rutherford, M (2016). The artisan leader. Weddington, NC: Rutherford Learning Group.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In PLCs and staff meetings, teachers and administrators will participate in professional development centered on Mike Mattos' work on Rtl, John Hattie's research, and Rutherford's teachings on The Artisan Teacher and The Artisan Leader..	Professional Learning	01/03/2017	05/25/2018	\$500 - General Fund	Administrators and teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Goal 2:

CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the middle school reading and math proficiency percentages by 05/18/2017 as measured by as measured by K-PREP scores.

Strategy1:

Curriculum Alignment - Teachers will collaborate with parents and FRYSC to provide career events and and days for students across all grade levels. The career events will focus on STEM careers.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - ILP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will be trained in using the ILP program in order to access areas of the program for reading and math instruction.	Professional Learning	01/03/2017	12/15/2017	\$0 - No Funding Required	Middle school teachers

Strategy2:

Response to Intervention - Teachers will use data to group students according to needs in both math and reading RtI groups.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will participate in a book study of Mike Rutherford's The Artisan Teacher.	Professional Learning	01/03/2017	02/17/2017	\$0 - No Funding Required	Middle school teachers, administrators

Goal 3:

NOVICE REDUCTION - Decrease the percentage of non-duplicated gap students scoring novice in reading from 12.3% to 10.2% in elementary and from 18.9% to 16.9% in middle school by 2017.

Measurable Objective 1:

collaborate to decrease the percentage of novice by 2% in both elementary and middle school overall gap groups by 05/18/2017 as measured by K-PREP assessments.

Comprehensive School Improvement Plan

Olmstead Elementary School

Strategy1:

Response to Intervention - Students will be grouped according to their skill deficits in reading and math, and will receive explicit instruction in those skills.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff working with Rtl groups will be taught math and reading strategies to use with their groups.	Professional Learning	01/03/2017	05/18/2017	\$0 - No Funding Required	Administrators

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Bonnie Watson, Principal

Katina Kemplin, Assistant Principal

Candi McCullough, Counselor

Dana Howard, 1st Grade Teacher

Catherine Taylor, 3rd Grade Teacher

Sheila Washer, 4th Grade Teacher

Brandi Violette, Middle School Special Education Teacher

Jennifer Wilcutt, Librarian

Relationship Building

Overall Rating: 3.57

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Overall Rating: 3.43

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

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

Comprehensive School Improvement Plan

Olmstead Elementary School

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

Decision Making

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

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

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

Comprehensive School Improvement Plan

Olmstead Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 3.67

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

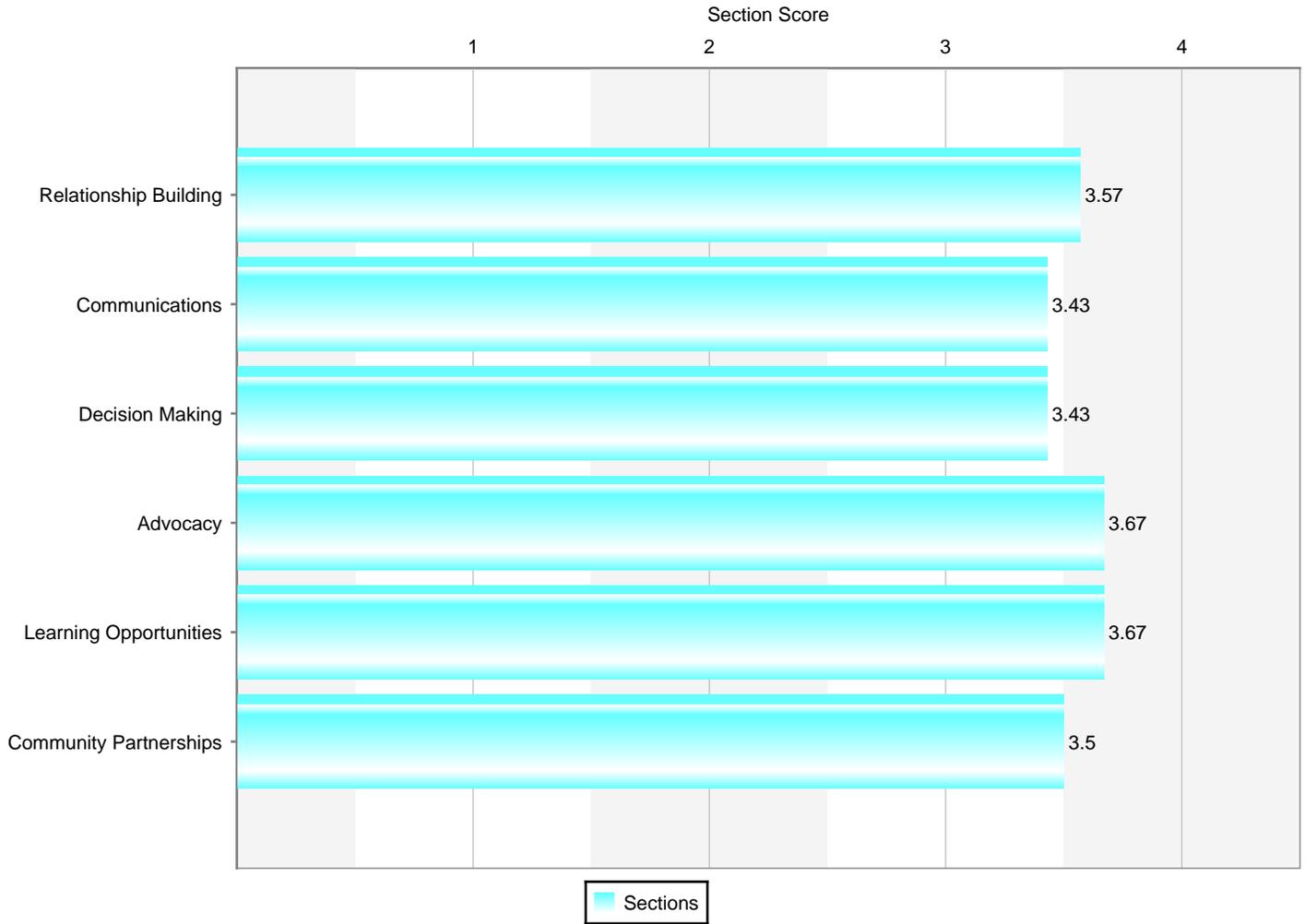
Reflection

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

Olmstead School is a place where all students and families are valued, and stakeholder involvement is maximized. KPREP test scores along with various culture and climate surveys demonstrate the effectiveness of the school's policies and procedures.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The improvement plan at Olmstead is reflective of the diverse population of the school. The CSIP committee was comprised of teachers from each grade level, specials teachers, counselor, assistant principal, and principal. The committee was formed using team leaders who were informed of their roles during the first meeting. The first meeting was an informational meeting specifically designed to not only assign roles but to also inform the participants of the importance of the school improvement plan. Discussions occurred during Monday morning Team Leader Meetings, and they also occurred with all of the staff's participation on the District Data Day in September following the release of our spring KPREP results and on early release Fridays from 1:00-3:00 p.m.

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

Every grade level was represented by a teacher leader. The committee was charged with working with their grade level teams of teachers to analyze data to identify needs, recommend objectives, create goals, determine strategies and activities to accomplish the goals and objectives, identify persons responsible, set checkpoint dates, provide communication tools, and plan next steps for continuous improvement.

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

The school improvement plan was approved by the SBDM Council. The stakeholders were sent an e-mail with the CSIP as an attachment. The CSIP was posted on the school website. The CSIP was discussed at a faculty meeting held on a December early release Friday. The CSIP committee leaders will meet every 30 days with their grade level teams to monitor progress, and a progress report will be shared out with stakeholders.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Findings from our analysis of data indicate that our focus areas will be increasing our proficiency rates in reading and math for non-duplicated gap students. Although we are performing well above the state averages in reading and math as well as social studies and writing, we will focus on reducing numbers of students scoring at the novice level as well as at the apprentice level because this will not only have an impact on the child's academic success in school but will also help prepare each child to become college and career ready and ready for being successful in their personal lives.

Our elementary reading, math, social studies, writing, and language mechanics scores for our non-duplicated gap students are significantly higher than the state averages. Despite this, we will be focusing on reducing the approximately 29.7% of gap students not performing at the proficient level in reading and 25% in math. Additionally, there is a need for improvement in writing proficiency as 33.3% of our gap students are not writing at the proficient level. The essential questions we need to ask ourselves are: How are we adjusting our instruction based on the data? How can we identify the needs of each individual student in terms of remediation and enrichment? The data does not tell us why students performed as they did or what strategies were effective and ineffective.

Our middle school reading, math, social studies, and writing scores for our non-duplicated gap students are significantly higher than the state averages. Despite this, we will be focusing on reducing the approximately 35.8% of gap students not performing at the proficient level in reading and 52.8% in math. Additionally, there is a need for improvement in writing proficiency as 57.1% of our gap students are not writing at the proficient level. The essential questions we need to ask ourselves are: How are we adjusting our instruction based on the data? How can we identify the needs of each individual student in terms of remediation and enrichment? The data does not tell us why students performed as they did or what strategies were effective and ineffective.

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?

Olmstead School has numerous reasons to celebrate. Our elementary scores ranked 37th out of the 709 elementary schools in Kentucky and earned the designation as a School of Distinction, as measured by the spring 2016 KPREP test. Our middle school scores ranked 21st out of the 326 middle schools in Kentucky and also earned the designation as a School of Distinction, as measured by the spring 2016 KPREP test. We have some of the most talented, dedicated, and hard-working teachers in the state, who are dedicated to growing each individual student. We have outstanding students, families, and community members who are also amazingly talented and dedicated to making our school successful. These are the factors that contribute to our school's many accomplishments which include high scores in reading, math, social studies, and writing. By continuing to nurture the growth of each of our students and our staff, Olmstead School is committed to continuing its longstanding tradition of excellence. We will do this by utilizing intensive and innovative interventions in order to ensure the school will maintain its current level of success.

Opportunities for Improvement

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

The areas for improvement are increasing proficiency rates for our non-duplicated gap students in reading and math as well as improving writing scores. We are further individualizing interventions in order to meet students at their present levels of performance and grow and improve their skills. This will be accomplished through the revisions in our master schedule which increased the time allotted for interventions, through the revision in the scheduling of the time of our instructional aides' time so that these minutes are more focused on meeting the needs of struggling students, during PLC meetings in which student data is analyzed and next steps for continuous improvement are planned using our 30-60-90 day planning tools, use of common assessments, and through professional development sessions focused on closing gaps through the implementation of RTI strategies. The principal will be leading sessions with the school staff on RTI strategies based on the work of Mike Mattos. She will also lead several professional development sessions, including a book study, based on the work of Mike Rutherford and his book, "The Artisan Teacher." She will conduct walk-throughs to ensure teachers are maximizing student learning opportunities.

Conclusion

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

Olmstead School has detailed plans for addressing areas of concern at each grade level. Next steps are identified in our CSIP and in all other sections. We will continue to develop and refine our strategies for closing gaps and meeting the needs of individual students.

Olmstead CSIP 16-17

Overview

Plan Name

Olmstead CSIP 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0
2	PROFICIENCY - Increase the average combined reading and math K-PREP proficiency scores from 77.1% to 83.7% in elementary and from 67.4% to 76.7% in middle school by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5000
3	NOVICE REDUCTION - Decrease the percentage of non-duplicated gap students scoring novice in reading from 12.3% to 10.2% in elementary and from 18.9% to 16.9% in middle school by 2017.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$4500
4	GAP - Increase the average combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 78.5% and for all middle school students from 55.7% to 70.2% in 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$500

Goal 1: CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the middle school reading and math proficiency percentages by 05/18/2017 as measured by as measured by K-PREP scores.

Strategy 1:

Response to Intervention - Teachers will use data to group students according to needs in both math and reading Rtl groups.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge. Mattos, M., et. al (2012).

Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use universal screeners to analyze data and determine Rtl groupings in order to teach targeted skills..	Direct Instruction	01/03/2017	05/18/2017	\$0	No Funding Required	Middle school teachers
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly in PLC meetings to assess data, determine next steps, and monitor progress.	Academic Support Program	01/03/2017	05/18/2017	\$0	No Funding Required	Middle school teachers, administrators
Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to specific needs 30 minutes a day in math and 30 minutes a day in reading.	Direct Instruction	01/03/2017	05/18/2017	\$0	No Funding Required	Middle school teachers, administration
Activity - Book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school teachers will participate in a book study of Mike Rutherford's The Artisan Teacher.	Professional Learning	01/03/2017	02/17/2017	\$0	No Funding Required	Middle school teachers, administrators

Strategy 2:

Curriculum Alignment - Teachers will collaborate with parents and FRYSC to provide career events and and days for students across all grade levels. The career events will focus on STEM careers.

Category: Career Readiness Pathways

Comprehensive School Improvement Plan

Olmstead Elementary School

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Career Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with parents and FRYSC to provide career events and days for students across all grade levels. The importance of reading and math in careers should be connected and emphasized.	Career Preparation/Orientation, Community Engagement, Parent Involvement	01/03/2017	05/18/2017	\$0	No Funding Required	Classroom teachers, FRYSC, administrators

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The guidance counselor will assist students in identifying a career pathway that matches student interests and career aspirations. A connection between the chosen career and the subjects of math and reading will be made for the students.	Career Preparation/Orientation, Academic Support Program, Direct Instruction	01/03/2017	05/18/2017	\$0	No Funding Required	Guidance counselor

Activity - ILP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school teachers will be trained in using the ILP program in order to access areas of the program for reading and math instruction.	Professional Learning	01/03/2017	12/15/2017	\$0	No Funding Required	Middle school teachers

Goal 2: PROFICIENCY - Increase the average combined reading and math K-PREP proficiency scores from 77.1% to 83.7% in elementary and from 67.4% to 76.7% in middle school by 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for our elementary students from 78.9% to 80% and from 65.2% to 67.4% by 05/31/2017 as measured by K-PREP assessments.

Strategy 1:

Response to Intervention - Although we have an Rtl program in place, we will revise and refine what we are doing through staff training of Mike Mattos' Rtl strategies. We will examine (e.g., disaggregation and data analysis, student and teacher data notebooks, instructional practices derived from data analysis) the effectiveness in all areas, identify areas that need strengthening within our program, seek assistance from district curriculum specialists, use research based strategies from successful school with similar demographics, and address those areas of concern.

Comprehensive School Improvement Plan

Olmstead Elementary School

Category: Professional Learning & Support

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use universal screeners to analyze data to determine who is at most risk and needs to receive intervention services.	Academic Support Program	01/02/2017	05/25/2018	\$5000	District Funding	Reading and math interventionists, special education teachers, classroom teachers
Activity - Flooding Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the flooding model of Rtl with grades K-8 to provide additional staff to group/regroup students based on instructional needs/data. This will include all three tiers of instruction.	Academic Support Program	01/03/2017	05/25/2018	\$0	No Funding Required	Reading and math interventionists, classroom teachers
Activity - Mattos' Rtl Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an Rtl model based on Mike Mattos' model, which will include identifying essential standards, writing common assessments around those essential standards, and teaching/reteaching to mastery. Grade level teams will analyze common assessment data during PLC meetings to determine student intervention/enrichment needs.	Professional Learning	01/03/2017	05/25/2018	\$0	No Funding Required	Administrators, interventionists, school Rtl committee, classroom teachers

Goal 3: NOVICE REDUCTION - Decrease the percentage of non-duplicated gap students scoring novice in reading from 12.3% to 10.2% in elementary and from 18.9% to 16.9% in middle school by 2017.

Measurable Objective 1:

collaborate to decrease the percentage of novice by 2% in both elementary and middle school overall gap groups by 05/18/2017 as measured by K-PREP assessments.

Comprehensive School Improvement Plan

Olmstead Elementary School

Strategy 1:

Student support - Teachers/staff and volunteers will adopt a student labeled as novice or at risk. Throughout the year, the mentors will meet regularly with their student to build relationships and offer support.

Category: Continuous Improvement

Research Cited: Rutherford, M. (2015). The artisan teacher: a field guide to skillful teaching. Weddington, NC: Rutherford Learning Group

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteer teachers, staff, and parents will adopt a student labeled as novice or at risk, and meet with that student throughout the year to encourage and support them with their school activities.	Academic Support Program, Behavioral Support Program	01/03/2017	05/18/2017	\$0	No Funding Required	Teachers, staff, administrators , FRYSC

Strategy 2:

Daytime ESS - ESS will be provided for students who are not passing grade level courses or are at risk of scoring novice.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and retired teachers will be hired to provide ESS to students scoring novice on benchmark assessments.	Academic Support Program, Direct Instruction	01/03/2017	05/18/2017	\$4500	Other	ESS coordinator

Strategy 3:

Response to Intervention - Students will be grouped according to their skill deficits in reading and math, and will receive explicit instruction in those skills.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge. Mattos, M., et. al (2012).

Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 30 minutes of math and 30 minutes of reading Rtl per day, Monday through Thursday.	Academic Support Program	01/03/2017	05/18/2017	\$0	No Funding Required	Classroom teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working with Rtl groups will be taught math and reading strategies to use with their groups.	Professional Learning	01/03/2017	05/18/2017	\$0	No Funding Required	Administrators

Goal 4: GAP - Increase the average combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 78.5% and for all middle school students from 55.7% to 70.2% in 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 67.4%, and for all middle school students in the non-duplicated gap group from 55.7% to 58.3%, by 05/18/2017 as measured by K-PREP assessments.

Strategy 1:

Highly Effective Teaching Strategies - Teachers will provide teaching practices designed to meet the individual learning needs of each student. This will be implemented through professional development training, administrative coaching, developing common assessments, analyzing data in PLC meetings, and effective Rtl scheduling.

Category: Professional Learning & Support

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge. Mattos, M., et. al (2012).

Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Rutherford, M. (2013). The artisan teacher. Weddington, NC: Rutherford Learning Group.

Rutherford, M (2016). The artisan leader. Weddington, NC: Rutherford Learning Group.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLCs and staff meetings, teachers and administrators will participate in professional development centered on Mike Mattos' work on Rtl, John Hattie's research, and Rutherford's teachings on The Artisan Teacher and The Artisan Leader..	Professional Learning	01/03/2017	05/25/2018	\$500	General Fund	Administrators and teachers

Strategy 2:

Rtl - Teachers will identify low achieving students using a variety of assessments in math and reading. Students will be grouped according to specific math and reading skills and receive a minimum of 30 minutes of intervention in both math and reading.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge. Mattos, M., et. al (2012).

Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity - Reading/Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in Rtl groups according to their most intensive needs. K-3 students will also be provided with small group instruction with interventionists.	Academic Support Program	01/03/2017	05/25/2018	\$0	No Funding Required	Special education teachers, interventionists, classroom teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to identify essential standards for reading, writing, and math in order to create common assessments.	Professional Learning, Direct Instruction	01/03/2017	05/18/2017	\$0	No Funding Required	Classroom teachers
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC will analyze data from multiple sources to determine student needs. The PLC will organize Rtl groups which align with the individual student need. Additionally, the PLC will share strategic ideas about connecting with the most at risk students.	Academic Support Program	01/03/2017	05/18/2017	\$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	In PLCs and staff meetings, teachers and administrators will participate in professional development centered on Mike Mattos' work on Rtl, John Hattie's research, and Rutherford's teachings on The Artisan Teacher and The Artisan Leader..	Professional Learning	01/03/2017	05/25/2018	\$500	Administrators and teachers
Total					\$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Teachers and retired teachers will be hired to provide ESS to students scoring novice on benchmark assessments.	Academic Support Program, Direct Instruction	01/03/2017	05/18/2017	\$4500	ESS coordinator
Total					\$4500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screeners	Use universal screeners to analyze data to determine who is at most risk and needs to receive intervention services.	Academic Support Program	01/02/2017	05/25/2018	\$5000	Reading and math interventionists, special education teachers, classroom teachers
Total					\$5000	

No Funding Required

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Training	Middle school teachers will be trained in using the ILP program in order to access areas of the program for reading and math instruction.	Professional Learning	01/03/2017	12/15/2017	\$0	Middle school teachers
Flooding Model	Use the flooding model of Rtl with grades K-8 to provide additional staff to group/regroup students based on instructional needs/data. This will include all three tiers of instruction.	Academic Support Program	01/03/2017	05/25/2018	\$0	Reading and math interventionists, classroom teachers
Book study	Middle school teachers will participate in a book study of Mike Rutherford's The Artisan Teacher.	Professional Learning	01/03/2017	02/17/2017	\$0	Middle school teachers, administrators
Individual Learning Plan	The guidance counselor will assist students in identifying a career pathway that matches student interests and career aspirations. A connection between the chosen career and the subjects of math and reading will be made for the students.	Career Preparation/Orientation, Academic Support Program, Direct Instruction	01/03/2017	05/18/2017	\$0	Guidance counselor
Professional Development	Staff working with Rtl groups will be taught math and reading strategies to use with their groups.	Professional Learning	01/03/2017	05/18/2017	\$0	Administrators
Mentoring	Volunteer teachers, staff, and parents will adopt a student labeled as novice or at risk, and meet with that student throughout the year to encourage and support them with their school activities.	Academic Support Program, Behavioral Support Program	01/03/2017	05/18/2017	\$0	Teachers, staff, administrators, FRYSC
PLC	Teachers will meet monthly in PLC meetings to assess data, determine next steps, and monitor progress.	Academic Support Program	01/03/2017	05/18/2017	\$0	Middle school teachers, administrators
Universal Screeners	Use universal screeners to analyze data and determine Rtl groupings in order to teach targeted skills..	Direct Instruction	01/03/2017	05/18/2017	\$0	Middle school teachers
Reading/Math Strategies	Students will be placed in Rtl groups according to their most intensive needs. K-3 students will also be provided with small group instruction with interventionists.	Academic Support Program	01/03/2017	05/25/2018	\$0	Special education teachers, interventionists, classroom teachers
PLC	The PLC will analyze data from multiple sources to determine student needs. The PLC will organize Rtl groups which align with the individual student need. Additionally, the PLC will share strategic ideas about connecting with the most at risk students.	Academic Support Program	01/03/2017	05/18/2017	\$0	Administrators and teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Mattos' Rtl Model	Develop an Rtl model based on Mike Mattos' model, which will include identifying essential standards, writing common assessments around those essential standards, and teaching/reteaching to mastery. Grade level teams will analyze common assessment data during PLC meetings to determine student intervention/enrichment needs.	Professional Learning	01/03/2017	05/25/2018	\$0	Administrator s, interventionist s, school Rtl committee, classroom teachers
Career Days	Teachers will collaborate with parents and FRYSC to provide career events and days for students across all grade levels. The importance of reading and math in careers should be connected and emphasized.	Career Preparation/Orientation, Community Engagement, Parent Involvement	01/03/2017	05/18/2017	\$0	Classroom teachers, FRYSC, administrators
Rtl	Students will receive 30 minutes of math and 30 minutes of reading Rtl per day, Monday through Thursday.	Academic Support Program	01/03/2017	05/18/2017	\$0	Classroom teachers
Rtl	Students will be grouped according to specific needs 30 minutes a day in math and 30 minutes a day in reading.	Direct Instruction	01/03/2017	05/18/2017	\$0	Middle school teachers, administration
Common Assessments	Teachers will work to identify essential standards for reading, writing, and math in order to create common assessments.	Professional Learning, Direct Instruction	01/03/2017	05/18/2017	\$0	Classroom teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Olmstead Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	We are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are a school-wide Title I school.	

Comprehensive School Improvement Plan

Olmstead Elementary School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

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

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

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

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

Comprehensive School Improvement Plan

Olmstead Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.logan.k12.ky.us/6/Home	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	We are a school-wide Title I school.	

Comprehensive School Improvement Plan

Olmstead Elementary School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	No	We are a school-wide Title I school.	

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

N/A (this question does not apply)

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

Goal 1:

PROFICIENCY - Increase the average combined reading and math K-PREP proficiency scores from 77.1% to 83.7% in elementary and from 67.4% to 76.7% in middle school by 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for our elementary students from 78.9% to 80% and from 65.2% to 67.4% by 05/31/2017 as measured by K-PREP assessments.

Strategy1:

Response to Intervention - Although we have an Rtl program in place, we will revise and refine what we are doing through staff training of Mike Mattos' Rtl strategies. We will examine (e.g., disaggregation and data analysis, student and teacher data notebooks, instructional practices derived from data analysis) the effectiveness in all areas, identify areas that need strengthening within our program, seek assistance from district curriculum specialists, use research based strategies from successful school with similar demographics, and address those areas of concern.

Category: Professional Learning & Support

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Flooding Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the flooding model of Rtl with grades K-8 to provide additional staff to group/regroup students based on instructional needs/data. This will include all three tiers of instruction.	Academic Support Program	01/03/2017	05/25/2018	\$0 - No Funding Required	Reading and math interventionists, classroom teachers

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use universal screeners to analyze data to determine who is at most risk and needs to receive intervention services.	Academic Support Program	01/02/2017	05/25/2018	\$5000 - District Funding	Reading and math interventionists, special education teachers, classroom teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity - Mattos' Rtl Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an Rtl model based on Mike Mattos' model, which will include identifying essential standards, writing common assessments around those essential standards, and teaching/reteaching to mastery. Grade level teams will analyze common assessment data during PLC meetings to determine student intervention/enrichment needs.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Administrators, interventionists, school Rtl committee, classroom teachers

Goal 2:

CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the middle school reading and math proficiency percentages by 05/18/2017 as measured by as measured by K-PREP scores.

Strategy1:

Response to Intervention - Teachers will use data to group students according to needs in both math and reading Rtl groups.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use universal screeners to analyze data and determine Rtl groupings in order to teach targeted skills..	Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to specific needs 30 minutes a day in math and 30 minutes a day in reading.	Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers, administration

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly in PLC meetings to assess data, determine next steps, and monitor progress.	Academic Support Program	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers, administrators

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity - Book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will participate in a book study of Mike Rutherford's The Artisan Teacher.	Professional Learning	01/03/2017	02/17/2017	\$0 - No Funding Required	Middle school teachers, administrators

Strategy2:

Curriculum Alignment - Teachers will collaborate with parents and FRYSC to provide career events and and days for students across all grade levels. The career events will focus on STEM careers.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - ILP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will be trained in using the ILP program in order to access areas of the program for reading and math instruction.	Professional Learning	01/03/2017	12/15/2017	\$0 - No Funding Required	Middle school teachers

Activity - Career Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with parents and FRYSC to provide career events and days for students across all grade levels. The importance of reading and math in careers should be connected and emphasized.	Career Preparation/ Orientation Community Engagement Parent Involvement	01/03/2017	05/18/2017	\$0 - No Funding Required	Classroom teachers, FRYSC, administrators

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The guidance counselor will assist students in identifying a career pathway that matches student interests and career aspirations. A connection between the chosen career and the subjects of math and reading will be made for the students.	Academic Support Program Career Preparation/ Orientation Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Guidance counselor

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

N/A (this question does not apply)

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

N/A (this question does not apply)

Comprehensive School Improvement Plan

Olmstead Elementary School

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

NOVICE REDUCTION - Decrease the percentage of non-duplicated gap students scoring novice in reading from 12.3% to 10.2% in elementary and from 18.9% to 16.9% in middle school by 2017.

Measurable Objective 1:

collaborate to decrease the percentage of novice by 2% in both elementary and middle school overall gap groups by 05/18/2017 as measured by K-PREP assessments.

Strategy1:

Student support - Teachers/staff and volunteers will adopt a student labeled as novice or at risk. Throughout the year, the mentors will meet regularly with their student to build relationships and offer support.

Category: Continuous Improvement

Research Cited: Rutherford, M. (2015). The artisan teacher: a field guide to skillful teaching. Weddington, NC: Rutherford Learning Group

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers, staff, and parents will adopt a student labeled as novice or at risk, and meet with that student throughout the year to encourage and support them with their school activities.	Behavioral Support Program Academic Support Program	01/03/2017	05/18/2017	\$0 - No Funding Required	Teachers, staff, administrators, FRYSC

Strategy2:

Daytime ESS - ESS will be provided for students who are not passing grade level courses or are at risk of scoring novice.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and retired teachers will be hired to provide ESS to students scoring novice on benchmark assessments.	Direct Instruction Academic Support Program	01/03/2017	05/18/2017	\$4500 - Other	ESS coordinator

Strategy3:

Comprehensive School Improvement Plan

Olmstead Elementary School

Response to Intervention - Students will be grouped according to their skill deficits in reading and math, and will receive explicit instruction in those skills.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff working with Rtl groups will be taught math and reading strategies to use with their groups.	Professional Learning	01/03/2017	05/18/2017	\$0 - No Funding Required	Administrators

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 30 minutes of math and 30 minutes of reading Rtl per day, Monday through Thursday.	Academic Support Program	01/03/2017	05/18/2017	\$0 - No Funding Required	Classroom teachers

Goal 2:

GAP - Increase the average combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 78.5% and for all middle school students from 55.7% to 70.2% in 2019.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency ratings for all elementary students in the non-duplicated gap group from 65.2% to 67.4%, and for all middle school students in the non-duplicated gap group from 55.7% to 58.3%, by 05/18/2017 as measured by K-PREP assessments.

Strategy1:

Highly Effective Teaching Strategies - Teachers will provide teaching practices designed to meet the individual learning needs of each student. This will be implemented through professional development training, administrative coaching, developing common assessments, analyzing data in PLC meetings, and effective Rtl scheduling.

Category: Professional Learning & Support

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Rutherford, M. (2013). The artisan teacher. Weddington, NC: Rutherford Learning Group.

Rutherford, M (2016). The artisan leader. Weddington, NC: Rutherford Learning Group.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In PLCs and staff meetings, teachers and administrators will participate in professional development centered on Mike Mattos' work on Rtl, John Hattie's research, and Rutherford's teachings on The Artisan Teacher and The Artisan Leader..	Professional Learning	01/03/2017	05/25/2018	\$500 - General Fund	Administrators and teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Strategy2:

Rtl - Teachers will identify low achieving students using a variety of assessments in math and reading. Students will be grouped according to specific math and reading skills and receive a minimum of 30 minutes of intervention in both math and reading.

Category: Continuous Improvement

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC will analyze data from multiple sources to determine student needs. The PLC will organize Rtl groups which align with the individual student need. Additionally, the PLC will share strategic ideas about connecting with the most at risk students.	Academic Support Program	01/03/2017	05/18/2017	\$0 - No Funding Required	Administrators and teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to identify essential standards for reading, writing, and math in order to create common assessments.	Professional Learning Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Classroom teachers

Activity - Reading/Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Rtl groups according to their most intensive needs. K-3 students will also be provided with small group instruction with interventionists.	Academic Support Program	01/03/2017	05/25/2018	\$0 - No Funding Required	Special education teachers, interventionists, classroom teachers

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

N/A (this question does not apply)

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

Goal 1:

CCR - Increase middle school math and reading proficiency percentages from 64.8% to 66% by 2017.

Measurable Objective 1:

collaborate to increase the middle school reading and math proficiency percentages by 05/18/2017 as measured by as measured by K-PREP scores.

Comprehensive School Improvement Plan

Olmstead Elementary School

Strategy1:

Response to Intervention - Teachers will use data to group students according to needs in both math and reading Rtl groups.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped according to specific needs 30 minutes a day in math and 30 minutes a day in reading.	Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers, administration

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly in PLC meetings to assess data, determine next steps, and monitor progress.	Academic Support Program	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers, administrators

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use universal screeners to analyze data and determine Rtl groupings in order to teach targeted skills..	Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Middle school teachers

Activity - Book study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will participate in a book study of Mike Rutherford's The Artisan Teacher.	Professional Learning	01/03/2017	02/17/2017	\$0 - No Funding Required	Middle school teachers, administrators

Strategy2:

Curriculum Alignment - Teachers will collaborate with parents and FRYSC to provide career events and and days for students across all grade levels. The career events will focus on STEM careers.

Category: Career Readiness Pathways

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge. Mattos, M., et. al (2012). Simplifying response to intervention: four essential guiding principles. Bloomington, IN: Solution Tree

Activity - ILP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school teachers will be trained in using the ILP program in order to access areas of the program for reading and math instruction.	Professional Learning	01/03/2017	12/15/2017	\$0 - No Funding Required	Middle school teachers

Comprehensive School Improvement Plan

Olmstead Elementary School

Activity - Career Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with parents and FRYSC to provide career events and days for students across all grade levels. The importance of reading and math in careers should be connected and emphasized.	Community Engagement Career Preparation/ Orientation Parent Involvement	01/03/2017	05/18/2017	\$0 - No Funding Required	Classroom teachers, FRYSC, administrators

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The guidance counselor will assist students in identifying a career pathway that matches student interests and career aspirations. A connection between the chosen career and the subjects of math and reading will be made for the students.	Career Preparation/ Orientation Academic Support Program Direct Instruction	01/03/2017	05/18/2017	\$0 - No Funding Required	Guidance counselor

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

N/A (this question does not apply)

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?

Our two-story, 83,000 square foot school contains 27 classrooms. Located in the farming belt of southern Logan County, the school sits on 7.5 rolling acres. The Olmstead community has long been a center for farming and education. The deep, rich top soils have provided prosperous farms for better than two centuries. The local farming industry draws in numerous migrant populations.

Instruction occurs from Monday through Thursday, 7:40 a.m. to 2:55 p.m. and on Friday from 7:40 a.m. to 1:00 p.m. This shortened day for students on Friday provides teachers with the time to learn new instructional skills and collaborate to meet the needs of their students. Our instructional year is based on an alternative calendar of a nine-week instruction period, followed by one week of intercession and one week of break. Olmstead has an outdoor classroom, which widens the opportunities for student to learn.

With our rural location, diversity is somewhat limited. Our population is 5.9% minority and 94.1% caucasian. A unique feature is that out of our 376 students, nearly 100 come from schools outside of our district. These out of district parents choose to drive the twelve plus miles each day because they want their children to attend our school. One challenge faced by our students and their families during these tough economic times is financial. 46.5% of our students qualify for free or reduced lunch, yet our students continue to perform equal to or above that of more affluent schools across the state.

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 vision is for all students to leave Olmstead School with knowledge and confidence in their own abilities and have experienced multiple successes in thinking creatively, solving complex problems, making appropriate choices, communicating effectively, working well with others, embracing ethical values, and caring about the world beyond themselves. All stakeholders embrace this vision because it is predicated on our belief that all students can learn at high levels given the appropriate support, and all students can contribute to society in significant ways.

At Olmstead School, we acknowledge that all students experience dramatic growth cognitively, physically, emotionally, and socially during their time with us. Moreover, we gladly accept the responsibility to nurture these changes and support our students as they evolve into young adolescents. To cultivate cognitive growth, we design challenging and authentic learning activities anchored in our standards-based curriculum and framed by important conceptual learning, essential questions, real-world problems, and continuous assessments coupled with the requirement for students to resubmit work until it is proficient.

Students need to know that they are valued and that their backgrounds and heritages are honored. Meaningful relationships between adults and students provide the safety net that students need in order to explore their own unique cultures and learn about and develop a respect for the diverse cultures of others. We believe that by modeling the behaviors we desire in our students, we provide students with examples and role models of caring adults who are lifelong learners. For example, we model mutually respectful and meaningful relationships among adults, and these serve as models of behaviors for students. We intentionally nurture those same respectful and meaningful relationships with our students. In addition, we demonstrate through our actions the importance of the Seven Habits of Highly Effective People (through the Leader in Me process). We find that academic, social, emotional, physical, and ethical growth flourish in this type of supportive environment.

We care about our students, and we want them to feel cared for. Thus, our mission is "to open the minds and touch the hearts of all students in a safe and caring environment." We consider it an honor to work with our students and positively influence their futures. Collectively, we work to maximize organizational structures and the processes to support higher levels of student learning (e.g., master schedule, classroom and school behavior management procedures) and to monitor normative structures such as school culture and academic behavior expectations to prevent the status quo from becoming accepted. In every tomorrow, we strive to be better than we were today. Simply put, that is the "Olmstead way."

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.

Olmstead has been named a Kentucky School to Watch four times in recent years. Our elementary school ranks 37th out of the 709 elementary schools in Kentucky while our middle school ranks 21st out of 326 middle schools in the state, as measured by the spring 2016 KPREP test. Both our elementary school and our middle school earned the designation of "School of Distinction." Over the next three years, we will strive for 100% of our students to reach proficiency in reading and writing while meeting the novice reduction goals set by the state.

Additional Information

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

We believe that it is important to expose our students to a variety of educational opportunities beyond the traditional classroom and school settings. Students annually visit a variety of educational sites which are connected to historical, scientific, mathematical, literary, visual and performing arts, practical living/vocational studies content. Students, for example, visit the Hermitage, which is the home of President Andrew Jackson. There they are greeted by their teachers who may serve as docents and be dressed in period costumes. Students also have the opportunity to participate in and visit a variety of other locations including the Adventure Science Center, Mammoth Cave, Lost River Cave, the Corvette Plant, Land Between the Lakes, Murray State University, Western Kentucky University, the Nashville Zoo, a nearby orchard, as well as attend performances based on novels read by students. We have at least one author visit a year after students have read a particular book by that author. We also have a variety of other guest speakers who share their expertise, knowledge, and skills with our students.

Our school is also unique because of our family-like atmosphere. All students are cared about and looked after by all staff, with staff members serving as mentors for struggling students who need additional support, encouragement, and attention. We realize it is a family or team effort and that it truly takes a village to raise a child. We actively encourage parent and community participation in all school events because we realize that when parents are involved, their children achieve higher levels of learning.