



# **KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

Whitley County

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Whitley County North Elementary was built in 1993 and consolidated two existing elementary schools--Woodbine Elementary and Rockholds Elementary. It is located in Whitley County, Kentucky on Highway 26, between the towns of Williamsburg and Corbin and serves the communities of Woodbine and Rockholds. The building housing Whitley County North Elementary is an attractive 55,243 square foot facility with spacious classrooms, all outfitted with Smart Board technology. A soccer field, football field, baseball diamond, playgrounds, and an outdoor classroom surround an inviting campus which provides the community with many opportunities for educational and recreational experiences.

Whitley County has a population of 35,503, 97% of whom are white, 0.8% African American, 1% Hispanic, and 1.4% two or more races. The median household income is \$29,769 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$43,036 with 18.8% at the poverty level. The demographics of our students are similar to those of the county with 95% of our students being white, 1.2% African American, 2% Hispanic, and 1.2% two or more races. 91.9% of our students are eligible for free or reduced lunch, as compared to 81.4% of the students in the Whitley County School District and 60% of the students in the state of Kentucky. Whitley County North Elementary serves 350 students in Preschool through 6th Grade. We have three preschool classrooms, two Kindergartens, three 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and two 6th grade classrooms. We have a slightly higher average number of exceptional students than the state average with 20% of our students identified as Gifted/Talented (state average is 16.4%) and 20.9% of our students identified as Special Needs (state average is 13.3%).

The instructional staff of Whitley County North Elementary, which consists of twenty-eight certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. 92.4% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 16.3 years. They attend a wide variety of professional development offerings provided at the school, as well as through the Whitley County Board of Education. In addition to fifteen homeroom teachers, we have four special education teachers, one Read to Achieve teacher, one Reading Recovery teacher, one Save the Children reading specialist, one MIT math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 4th through 6th Grades, and a Speech/Language pathologist who collaborate to meet the needs of all students. We have a Fine Arts Teacher, a Librarian/Media Specialist, and a Physical Education teacher, all of whom collaborate with their peers to incorporate arts, music, drama, literature, movement, and practical living into our curriculum. The classified staff consists of five instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by nine bus drivers and bus aides as well as four cafeteria staff.

We have one full time, certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community need that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides one full-time counselor and one part-time counselor for on-site services, during the school day, after school, and during the summer. Whitley County Health Department provides an itinerant nurse, and the school district provides an itinerant physical therapist and an occupational therapist.

We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary. Beyond their regular classroom opportunities, they can discover hidden talents and explore their interests through participation in the 21st Century Flash after-school and summer programs. These programs provide opportunities to engage in archery, music composition, drama, academics, journalism, photography, and tutoring. Gifted and Talented Education programs are implemented, as well as programs for Special Education students. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 14:1 student teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students.

The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, and language skills for students to use at school and at home. Most importantly, we have utilized the 21st Century program to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students.

## **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.**

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment".

We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies.

In addition to the exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by an MIT (math intervention teacher) and two RTA (Read to Achieve) teachers using Reading Recovery and Comprehensive Intervention Model in small group and one-on-one instruction. Save the Children Reading interventionist, assistant, and volunteers provide small group and individualized instruction to students in Kindergarten through 6th Grade. A Title 1 math interventionist provides small group and one-on-one instruction for 4th through 6th grade students struggling in math. Tutoring and homework help during after-school 21st Century programs provide re-teaching and intensive instruction to students lacking homework help at home and students requiring more time to learn content. A summer program provides remediation and enrichment activities for any students who want to attend. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals.

We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement.

Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are eligible to and encouraged to participate in extracurricular activities such as 21st

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Century programs, Academic Academy, sports programs, such as soccer, football, cheer leading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

## **Notable Achievements and Areas of Improvement**

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

### Notable Achievements and Areas of Improvement

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extra-curricular activities, and sports. In academics, our school has moved up steadily in the state ranking on the KPREP academic test. We are now a Distinguished/Progressing High Performing school. Whereas we once were ranked 430th out of 714 schools, which was in the 57th percentile, we are now ranked 124th out of 720, which is at the 94th percentile, which puts us in the top 10 percent of all elementary schools in the state. In the areas of Reading, Math, and Social Studies, we are above the state averages in Achievement points and Gap points. Gap points were above the state by an average of 7.7 points in all subjects combined. We are particularly proud of growth scores. Growth points for Math were above the district by 19% and growth points for Reading were above the district by 7.2%. Also, we were above the state growth average in Math by 19.2% and above the state growth average in Reading by 6.9%. Social Studies scores were 7.1 percentage points above the district average and 18.9 percentage points above the state average. In 2014-15, we made huge gains and improved to an overall score of 75.4, which exceeded our AMO goal of 71.0 by 4.4 points. Program Review was scored Proficient. We are already collecting artifacts to provide evidence for this year's Program Review. We are expecting no less than Proficient on this document. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the county and state.

Our primary area for improvement is Writing and Language Mechanics. We had been making significant gains with a school score of 52 in Writing and 53.1 in Language Mechanics for the 2011-2012 year, 63.2 in Writing and 53.4 in Language Mechanics for the 2012-2013 year, and 70.2 in Writing and 70.4 in Language Mechanics for the 2013-2014 year. This year, however, we regressed with a score 61.6 in Writing and 58.9 Language Mechanics. We have already begun implementing plans for improvement. Teachers will work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in the areas of writing and language mechanics and will participate in the Literacy Design Collaborative. Also, teachers will format Daily Oral Language and other Language Mechanics activities in a similar mode as that used on the KPREP assessment. Teachers have attended and will attend more writing professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also use IXL and Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need. We have adopted a policy through our SBDM that addresses writing improvement. We will be concentrating on maximizing instruction time and putting a greater emphasis on writing mechanics and on demand writing in all grades.

Whitley North has a highly competitive sports program which includes our boys and girls basketball teams, football teams, soccer teams, cheerleaders, and the academic team. This year, our girls' 5th - 6th basketball team won the season championship, our girls' soccer team won the season championship, and our academic team is the regular season quick recall champs and the tournament quick recall champs. We also had individual students win in the written assessment component of the academic tournament in the areas of Math and Social Studies. We have had multiple students win recognition in the district science fair and in various 4-H competitions, with several students going on to compete at the state level. Our school was named the 4-H "School of the Year" again this year, a long-standing tradition that we intend to continue.

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As you can see, while Whitley North has many notable achievements in the last three years, we are continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth in all areas, with a particular goal of becoming a School of Distinction with a move into the top 5% of schools in the state. We are going to regain our steady growth in the areas of Writing and Language Mechanics. We are also continuing to target math growth, as that area is moving along at a slower pace than the goals we have set for ourselves. We are also planning some new 21st Century programs to be implemented in the Fall of 2016 to keep our previous domination in the area of science strong and moving forward. Although we have made significant gains, we will be continuing to push forward, setting even higher goals to be reached for our academic, extra-curricular, and athletic programs.

## **Additional Information**

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

One of the facets of our school of which we are most proud is our staff's continual pursuit of excellence. Constant reflection and cooperation between PLC team members and support staff contributes greatly to student success. Whitley North uses individualized instructional practices tailored to meet each students' needs. MAP testing data is used to place students at their individual instructional level. Title I teachers as well as MIT, RTA, and STC teachers work with regular homeroom teachers to differentiate instruction and provide support across academic areas. Whitley North utilizes RTI for students who are falling behind and may need to be referred to Special Needs staff. Our staff is always working together to find solutions to solve instructional puzzles and are not afraid to seek expert input.

We also pride ourselves on meeting the non-instructional needs of our students and their families. Whitley North is proud to provide students the opportunity to participate in after-school activities which include opportunities for enrichment and remediation. It is important to structure our 21st Century programs around the needs of our students, so we use community, parent, and student surveys to determine areas of need. We have recently added a student advisory council to our FRC advisory council to make determining student interests and needs more comprehensive. We have also able to add swimming and gun safety, which adds variety to activities documented in our Program Review.

Whitley County North also affords students the following extracurricular activities: Academic team, Football, Boys and Girls Basketball, Cheerleading, Boys and Girls Soccer, Girl Scouts, Boy Scouts, 4 - H Clubs, First Priority Club, Unite Club, and Pride Club. In addition, we work with Duke University to allow our students the opportunity to participate in 4th and 5th Grade Talent Search (Talent Identification Program - TIP). A recent addition to our 21st Century Program is a Leadership Seminar to give mentoring, volunteer, and leadership hours to the students we have who often serve as student leaders but who have not received recognition beyond our appreciation in the past.

## **2015-2016 Goals and Plans**

## Overview

### Plan Name

2015-2016 Goals and Plans

### Plan Description

Whitley County North Elementary's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and reducing the novice gap.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% in 2015 to 72% in 2019.	Objectives: 1 Strategies: 6 Activities: 12	Organizational	\$2250
2	Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.	Objectives: 1 Strategies: 8 Activities: 17	Organizational	\$69800
3	Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2016.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$2000
5	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 18	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% in 2015 to 72% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 49.1% to 55.2% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy 1:

RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated training on the RTI Process. Students who have been identified as at-risk in the areas of math and reading will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program	08/10/2015	05/10/2016	\$250	General Fund	Title I teachers and classroom teachers

### Strategy 2:

Curriculum Assessment & Alignment - Grade level members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Category: Learning Systems

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning	08/10/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/10/2015	04/29/2016	\$0	No Funding Required	All certified staff

Activity - Instructional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other	08/10/2015	04/29/2016	\$0	No Funding Required	Teachers

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**Strategy 3:**

Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

Category: Integrated Methods for Learning

Activity - Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Tumbleweed, Reading Eggs, Smart Response System, Study Island, IXL, and Renaissance Place applications.	Technology	08/10/2015	04/29/2016	\$800	General Fund	Teachers, Principal

**Strategy 4:**

Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education.

Category: Stakeholder Engagement

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognition events. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/10/2015	05/10/2016	\$0	Title I Part A	Title I Community Liaison, Teachers, Principal

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/10/2015	05/10/2016	\$1200	Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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### Strategy 5:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Save the Children teacher, Reading Recovery teacher, and Read to Achieve (RTA) teacher will review Renaissance Place STAR reports and STAR Early Literacy Reports to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage test from the MIT to determine placement in the math intervention program. In addition, teachers, principal, and the Title 1 math interventionist will review students' MAP scores to determine placement for math small group intervention.

Category: Continuous Improvement

Research Cited: RTA/MIT/STC

Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/10/2015	05/10/2016	\$0	Other	Teachers, RTA teacher, MIT teacher, Principal
Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	STC teacher, principal, teachers
Activity - Title I Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 4-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Title I Math Interventionist, Principal, and Teachers

### Strategy 6:

Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

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Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/10/2015	05/10/2016	\$0	No Funding Required	Teachers

Activity - High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will convey high expectations for ALL Students.	Policy and Process	08/10/2015	04/29/2016	\$0	No Funding Required	All Teachers and Principal

## Goal 2: Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy 1:**

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Activity - Curriculum planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, interactive computer applications on iPads, test prep materials, and teacher resource books to raise the reading and math scores.	Other	08/10/2015	05/10/2016	\$0	No Funding Required	Principal, Teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/10/2015	05/10/2016	\$0	No Funding Required	Certified Staff and SBDM Council

**Strategy 2:**

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/10/2015	05/10/2016	\$33750	Other	Teachers, Principal, District Grant Coordinator

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/10/2015	05/10/2016	\$33750	Other	Teachers, Principal, District Grant Coordinator

**Strategy 3:**

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Continuous Improvement

Activity - Internal Program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/10/2015	08/10/2016	\$0	No Funding Required	Teachers, Family Resource, Principal, SBDM Council

## KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

### Strategy 4:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

Category: Continuous Improvement

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/10/2015	05/10/2016	\$1000	Other	Principal, Teachers, FRC, PTC, Reading Recovery

### Strategy 5:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/04/2014	04/28/2015	\$0	No Funding Required	K-6 Homeroom teachers

Activity - Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/10/2015	05/10/2016	\$150	Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE and Unite coordinator, Matthew Ratliff First Priority leader and Principal
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### Strategy 6:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/07/2015	05/10/2016	\$400	Other	Parent and Teacher Connection

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/10/2015	05/10/2016	\$0	No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

Activity - Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year.	Policy and Process	08/10/2015	05/10/2016	\$600	Other	PTC and Principal

### Strategy 7:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Category: Continuous Improvement

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0	No Funding Required	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas
Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0	No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal
Activity - Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150	General Fund	Preschool Staff, Kindergarten staff, and Principal
Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal, and MAP assessment coordinator

## Strategy 8:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum. Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive School Improvement Plan**

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Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/10/2015	04/29/2016	\$0	No Funding Required	Teachers, District Writing Coach, Principal
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Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, District Literacy Coach

**Goal 3: Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2016.**

**Measurable Objective 1:**

collaborate to ensure an 80% or above overall rating by 05/06/2016 as measured by the TELL survey and/or school survey that teachers agree that they have an appropriate level of influence on decision making in this school..

**Strategy 1:**

Survey Analysis - Teachers, principal, and other certified educators in our school will analyze the survey summary report to and recommend sound educational policies and practices based on the data.

Category: Stakeholder Engagement

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/10/2015	04/29/2016	\$0	No Funding Required	Teachers, Principal, other Certified Educators

Activity - SBDM Agenda Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/17/2015	05/10/2016	\$0	No Funding Required	Principal, SBDM members

## Goal 4: The percentage of students scoring novice in math will decrease by 50% by 2020.

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

### Strategy 1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - An aligned and rigorous mathematics curriculum will actively engage student learning. Student progress will be monitored by both formative and summative assessments as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze student data and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction in order to meet students' needs

Category: Continuous Improvement

Research Cited: Differentiation research based on the work of Carol Ann Tomlinson

Activity - Aligned and Rigorous Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Math instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KACS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district math consultant, and implement new strategies to improve student growth in math.	Professional Learning	08/10/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator, Title 1 Math Staff, MIT
Activity - Supplemental Mathematic Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Math Facts in a Flash, Mega Math, Study Island, and IXL to supplement the Go Math curriculum. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and increase student growth in math.	Academic Support Program	08/10/2015	05/10/2016	\$2000	General Fund	Teachers, MIT, Title I Math staff, Principal, Curriculum Coordinator
Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use the Math Facts in a Flash, IXL, Study Island, or other math computer applications and programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, MIT, Title I Math staff, Curriculum Coordinator

## KDE Comprehensive School Improvement Plan

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative math assessment data, design and plan best practice instructional activities and analyze progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the math curriculum K-6th grade, identify gaps in math instruction and plan strategies to remedy these instructional gaps.	Professional Learning	08/10/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator
Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Design Collaborative is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. MDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, and District Math Coach

### Strategy 2:

Math Instructional Initiatives - Research proven math activities will be used to reduce the percentage of students scoring at the novice level in math.

Category: Continuous Improvement

Activity - Analysis of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in math to inform instructional decisions in math. Teachers will provide differentiated instruction for students who do not meet MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal, Curriculum Coordinator
Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in math on the universal screener will receive research-based intervention matched to individual student needs with methods to measure effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring activities.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal, Curriculum Coordinator
Activity - Family Math Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family math nights every other month to increase parent involvement in the learning process. Family Math Night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and a variety of fun, educational activities.	Community Engagement	08/17/2015	05/10/2016	\$0	Grant Funds	MIT, Teachers, Principal, Curriculum Coordinator

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Whitley County North Elementary School

Activity - Math Intervention Teacher (MIT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MIT collaborates with administrators and teachers in the student identification process to target students performing below grade level. The interventions combine differentiated classroom instruction and supplemental interventions within small group settings. MIT teacher provides specialized training and ongoing professional development for teachers, who work with struggling math students in K-2 grades. The MIT provides training and support for classroom. The MIT maintains Dates of Record (DOR) for each student using the template provided on the KCM. The MIT will collaborate with regular classroom teachers to improve the math instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	MIT, Teachers, Principal
Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will use the MAP Math Assessment data to facilitate instruction to determine areas where reteaching is needed and to group students for intervention. The MAP Math Assessment is used as our district universal screener. Progress monitoring is conducted once a week using AIMSweb for all students participating in a math RTI. Teachers, school curriculum coordinator, principal, interventionists, and students are analyzing individual progress data and setting goals for improvement. Diagnostic reports guide the instruction provided in intervention groups. Tier II and Tier III student data meetings are held for the purpose of reviewing student data, regrouping of intervention students, planning instruction, and setting new student objectives.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, MIT, Principal, Curriculum Coordinator, SPED Teachers
Activity - Special Education Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Resource Teachers and assistants will use the Envision and Touch Math as an intervention curriculum to help students with disabilities gain competence in mathematics. At least thirty minutes of daily math intervention is also provided by the special education teachers for all students with a disability in math. Progress monitoring data is kept by special education teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	SPED Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver math instruction to all students.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Principal, Teachers, Professional Development Coordinator

## Goal 5: The percentage of students scoring novice in reading will decrease by 50% by 2020.

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

### Strategy 1:

Reading Instructional Initiatives - Research proven instructional practices will address reducing the percentage of students scoring at the novice level in reading.

Category: Continuous Improvement

Activity - Analysis of Reading MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in reading and inform instructional decisions. Teachers will provide differentiated instruction for students who do not meet the MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal

Activity - Reading Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in reading on the universal screener will receive research-based intervention strategies matched to individual student needs with methods for measuring effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring.	Policy and Process, Academic Support Program	08/17/2015	05/17/2016	\$0	No Funding Required	Teachers, Principal

Activity - Family Reading Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and a variety fun, educational activities.	Community Engagement	08/17/2015	05/10/2016	\$0	Grant Funds	RTA Teacher, Principal, District Reading Coach

Activity - STAR Reading Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentile.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, PLC Teams, Read To Achieve Teachers

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Activity - Wildcat FLASH 21st CCLC Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wildcat FLASH 21st CCLC Program will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st CCLC FLASH programs.	Academic Support Program	08/17/2015	05/17/2016	\$0	Grant Funds	Teachers, Principal, District Grant Coordinator, Site Coordinator
Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement. Emergent reader activities are also available for children in kindergarten and first grade.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, STC Coordinator, Principal
Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, RR teachers, Reading Coach
Activity - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Comprehensive Intervention Model (CIM) is a well-coordinated, systemic and seamless design for providing for reversing the reading failures through layers of instructional interventions that combine differentiated classroom instruction and supplemental interventions within small group and one-to-one settings. Reading Recovery teacher leaders provide specialized training and ongoing professional development for intervention teachers, who work with struggling readers in K-2 grades, including Reading Recovery in first grade. Literacy Coaches provide training and support for classroom and early intervention teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Reading Recovery Teachers, Teachers, Principal, Reading Coach
Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use literacy centers to differentiate learning in the class room. The centers are leveled by STAR data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal
<b>Activity - AR Point Clubs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. For example, kindergarten students can become a member of the 35, 50, 75, 100, 125, 150, 175, 200 point AR Club and earn t-shirts. First grade students can become a member of the 75, 100, 125, 150, 175, 200, 225, 250 or 275 point AR Club and earn t-shirts. Second grade students can become a member of the 100, 125, 150, 175, 225, 250, or 275 point AR Club and earn t-shirts.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	Teachers, PTC, Principal, Reading Recovery Teachers
<b>Activity - Accelerated Reader (AR)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, Reading Recovery Teachers
<b>Activity - Eager Reader</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Kindergartners will work toward "Eager Reader" status. Students will be able to identify at least 100 sight words, have scored at the Transitional Reader level on the STAR early Literacy Test, and independently read two AR books between 0.8-1.0 level and independently take the corresponding AR quiz.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principals
<b>Activity - Independent Reader</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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By the first semester, First Grade students must be able to recognize 150 Dolch Sight Words, have accumulated 10 AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.3 level and must score at least 80% accuracy. If a student doesn't meet the requirements by the end of the first semester, the second semester requirements increase. First Grade students must be able to recognize 185 Dolch Sight Words, have accumulated 25AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.5 level and must score at least 80% accuracy.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal
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Activity - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Journeys Literacy Tool Kit to provide focused, skill-based instruction for individual or small-group work. Leveled books will provide additional reading and skill application, and assessments will evaluate the intervention effectiveness.	Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal, District Curriculum Coordinator

### Strategy 2:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading assessment. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited: Differentiation research based on work by Carol Ann Tomlinson

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The Leveled Literacy Intervention curriculum will be used for Tier III reading students. For enrichment, students will use the Rigby Leveled Readers, above level chapter books and above level non-fiction texts. Differentiated literature circles will occur for 60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between the students to increase comprehension of the texts. Students will also use the following computer programs to increase reading fluency: Reading Eggs, Starfall, and Accelerated Reader.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal, STC

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum K-6th grade, identify gaps in reading instruction and plan strategies to close these instructional gap.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Library Media Specialist, Curriculum Coordinator
<b>Activity - Special Education SRA Reading Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special Education Resource Teachers and assistants will use the SRA and Read Well as an intervention curriculum to help students with disabilities gain competence in reading. Thirty minutes of daily reading intervention is also provided by the special education teachers/assistants for all students with a disability in reading. Progress monitoring data is kept by the special education teachers. Students are grouped according to their levels and individual needs.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	SPED Teachers, Director of SPED, Principal, Teachers
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver reading instruction to all students.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Principal, Teachers, Professional Development Coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognition events. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/10/2015	05/10/2016	\$0	Title I Community Liaison, Teachers, Principal
Family Reading/Math Night	The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/10/2015	05/10/2016	\$1200	RTA teacher, MIT teacher, Principal, District Title I staff, FRC
<b>Total</b>					\$1200	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Response to Intervention	Students who score below grade level in math on the universal screener will receive research-based intervention matched to individual student needs with methods to measure effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring activities.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Analysis of Reading MAP Data	Teachers will analyze MAP reports to identify student weaknesses in reading and inform instructional decisions. Teachers will provide differentiated instruction for students who do not meet the MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal
Analysis of MAP Data	Teachers will analyze MAP reports to identify student weaknesses in math to inform instructional decisions in math. Teachers will provide differentiated instruction for students who do not meet MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator
Journey's Literacy Tool Kit	Teachers will use the Journeys Literacy Tool Kit to provide focused, skill-based instruction for individual or small-group work. Leveled books will provide additional reading and skill application, and assessments will evaluate the intervention effectiveness.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, District Curriculum Coordinator
MAP Testing	All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, and MAP assessment coordinator
<b>Total</b>					\$0	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awards Day	Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year.	Policy and Process	08/10/2015	05/10/2016	\$600	PTC and Principal
FLASH Math Instruction	FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/10/2015	05/10/2016	\$33750	Teachers, Principal, District Grant Coordinator
Grading Period Incentives	PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/07/2015	05/10/2016	\$400	Parent and Teacher Connection

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

AR Point Clubs	Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. For example, kindergarten students can become a member of the 35, 50, 75, 100, 125, 150, 175, 200 point AR Club and earn t-shirts. First grade students can become a member of the 75, 100, 125, 150, 175, 200, 225, 250 or 275 point AR Club and earn t-shirts. Second grade students can become a member of the 100, 125, 150, 175, 225, 250, or 275 point AR Club and earn t-shirts.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, PTC, Principal, Reading Recovery Teachers
Special Education SRA Reading Program	Special Education Resource Teachers and assistants will use the SRA and Read Well as an intervention curriculum to help students with disabilities gain competence in reading. Thirty minutes of daily reading intervention is also provided by the special education teachers/assistants for all students with a disability in reading. Progress monitoring data is kept by the special education teachers. Students are grouped according to their levels and individual needs.	Academic Support Program	08/17/2015	05/10/2016	\$0	SPED Teachers, Director of SPED, Principal, Teachers
Stakeholders	The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/10/2015	05/10/2016	\$150	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE and Unite coordinator, Matthew Ratliff First Priority leader and Principal
Special Education Mathematics Curriculum	Special Education Resource Teachers and assistants will use the Envision and Touch Math as an intervention curriculum to help students with disabilities gain competence in mathematics. At least thirty minutes of daily math intervention is also provided by the special education teachers for all students with a disability in math. Progress monitoring data is kept by special education teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	SPED Teachers

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Whitley County North Elementary School

Reading Incentives	Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/10/2015	05/10/2016	\$1000	Principal, Teachers, FRC, PTC, Reading Recovery
RTA teacher/Math Intervention	RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/10/2015	05/10/2016	\$0	Teachers, RTA teacher, MIT teacher, Principal
FLASH - Reading Instruction	FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/10/2015	05/10/2016	\$33750	Teachers, Principal, District Grant Coordinator
<b>Total</b>					<b>\$69650</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Mathematic Curriculum	Teachers will use the Math Facts in a Flash, Mega Math, Study Island, and IXL to supplement the Go Math curriculum. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and increase student growth in math.	Academic Support Program	08/10/2015	05/10/2016	\$2000	Teachers, MIT, Title I Math staff, Principal, Curriculum Coordinator

## KDE Comprehensive School Improvement Plan

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Parent Transition	At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150	Preschool Staff, Kindergarten staff, and Principal
Digital Learning	Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Tumbleweed, Reading Eggs, Smart Response System, Study Island, IXL, and Renaissance Place applications.	Technology	08/10/2015	04/29/2016	\$800	Teachers, Principal
RTI	Teachers will receive updated training on the RTI Process. Students who have been identified as at-risk in the areas of math and reading will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program	08/10/2015	05/10/2016	\$250	Title I teachers and classroom teachers
<b>Total</b>					<b>\$3200</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reducing Barriers	Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/10/2015	05/10/2016	\$0	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.
Professional Development	Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver math instruction to all students.	Professional Learning	08/10/2015	05/20/2016	\$0	Principal, Teachers, Professional Development Coordinator
Literacy Design Collaborative	Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, District Literacy Coach

# KDE Comprehensive School Improvement Plan

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Strategies to Promote Success	Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/10/2015	05/10/2016	\$0	Teachers
High Expectations	Teachers will convey high expectations for ALL Students.	Policy and Process	08/10/2015	04/29/2016	\$0	All Teachers and Principal
Title I Math Intervention	Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 4-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral.	Academic Support Program	08/17/2015	05/10/2016	\$0	Title I Math Interventionist , Principal, and Teachers
Professional Development	Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver reading instruction to all students.	Professional Learning	08/10/2015	05/20/2016	\$0	Principal, Teachers, Professional Development Coordinator
Vertical/Horizontal Alignment	Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/10/2015	04/29/2016	\$0	All certified staff

# KDE Comprehensive School Improvement Plan

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Differentiated Reading Instruction	Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The Leveled Literacy Intervention curriculum will be used for Tier III reading students. For enrichment, students will use the Rigby Leveled Readers, above level chapter books and above level non-fiction texts. Differentiated literature circles will occur for 60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between the students to increase comprehension of the texts. Students will also use the following computer programs to increase reading fluency: Reading Eggs, Starfall, and Accelerated Reader.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal, STC
Reading Response to Intervention	Students who score below grade level in reading on the universal screener will receive research-based intervention strategies matched to individual student needs with methods for measuring effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring.	Policy and Process, Academic Support Program	08/17/2015	05/17/2016	\$0	Teachers, Principal
Data Analysis	Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/10/2015	05/10/2016	\$0	Certified Staff and SBDM Council
STAR Reading Assessment Analysis	The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentile.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, PLC Teams, Read To Achieve Teachers
Aligned and Rigorous Mathematics Curriculum	All math teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Math instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KACS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district math consultant, and implement new strategies to improve student growth in math.	Professional Learning	08/10/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator, Title 1 Math Staff, MIT
Literacy Centers	Teachers will use literacy centers to differentiate learning in the class room. The centers are leveled by STAR data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal

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SBDM Writing Policy	Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/10/2015	04/29/2016	\$0	Teachers, District Writing Coach, Principal
Curriculum Development	Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning	08/10/2015	05/10/2016	\$0	Teachers, Principal
Math Progress Monitoring	Teachers and interventionists will use the MAP Math Assessment data to facilitate instruction to determine areas where reteaching is needed and to group students for intervention. The MAP Math Assessment is used as our district universal screener. Progress monitoring is conducted once a week using AIMSweb for all students participating in a math RTI. Teachers, school curriculum coordinator, principal, interventionists, and students are analyzing individual progress data and setting goals for improvement. Diagnostic reports guide the instruction provided in intervention groups. Tier II and Tier III student data meetings are held for the purpose of reviewing student data, regrouping of intervention students, planning instruction, and setting new student objectives.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, MIT, Principal, Curriculum Coordinator, SPED Teachers
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative math assessment data, design and plan best practice instructional activities and analyze progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the math curriculum K-6th grade, identify gaps in math instruction and plan strategies to remedy these instructional gaps.	Professional Learning	08/10/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator
Instructional Development	Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other	08/10/2015	04/29/2016	\$0	Teachers
Curriculum planning	Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, interactive computer applications on iPads, test prep materials, and teacher resource books to raise the reading and math scores.	Other	08/10/2015	05/10/2016	\$0	Principal, Teachers

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Whitley County North Elementary School

Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum K-6th grade, identify gaps in reading instruction and plan strategies to close these instructional gap.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, Library Media Specialist, Curriculum Coordinator
SBDM Agenda Awareness	Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/17/2015	05/10/2016	\$0	Principal, SBDM members
Time Efficiency Study	Teachers, principal, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/10/2015	04/29/2016	\$0	Teachers, Principal, other Certified Educators
Eager Reader	Kindergartners will work toward "Eager Reader" status. Students will be able to identify at least 100 sight words, have scored at the Transitional Reader level on the STAR early Literacy Test, and independently read two AR books between 0.8-1.0 level and independently take the corresponding AR quiz.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principals
Screening	Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas
Math Design Collaborative	Math Design Collaborative is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. MDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, and District Math Coach
Differentiated Mathematics Instruction	Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use the Math Facts in a Flash, IXL, Study Island, or other math computer applications and programs.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, MIT, Title I Math staff, Curriculum Coordinator

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Internal Program review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/10/2015	08/10/2016	\$0	Teachers, Family Resource, Principal, SBDM Council
Homework	Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/04/2014	04/28/2015	\$0	K-6 Homeroom teachers
Student Transition	Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal
Independent Reader	By the first semester, First Grade students must be able to recognize 150 Dolch Sight Words, have accumulated 10 AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.3 level and must score at least 80% accuracy. If a student doesn't meet the requirements by the end of the first semester, the second semester requirements increase. First Grade students must be able to recognize 185 Dolch Sight Words, have accumulated 25AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.5 level and must score at least 80% accuracy.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal
<b>Total</b>					<b>\$0</b>	

## Grant Funds

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

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Save the Children	STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	STC teacher, principal, teachers
Wildcat FLASH 21st CCLC Reading Program	Wildcat FLASH 21st CCLC Program will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st CCLC FLASH programs.	Academic Support Program	08/17/2015	05/17/2016	\$0	Teachers, Principal, District Grant Coordinator, Site Coordinator
Family Math Involvement	The school will host family math nights every other month to increase parent involvement in the learning process. Family Math Night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and a variety of fun, educational activities.	Community Engagement	08/17/2015	05/10/2016	\$0	MIT, Teachers, Principal, Curriculum Coordinator
Comprehensive Intervention Model	The Comprehensive Intervention Model (CIM) is a well-coordinated, systemic and seamless design for providing for reversing the reading failures through layers of instructional interventions that combine differentiated classroom instruction and supplemental interventions within small group and one-to-one settings. Reading Recovery teacher leaders provide specialized training and ongoing professional development for intervention teachers, who work with struggling readers in K-2 grades, including Reading Recovery in first grade. Literacy Coaches provide training and support for classroom and early intervention teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Reading Recovery Teachers, Teachers, Principal, Reading Coach
Math Intervention Teacher (MIT)	The MIT collaborates with administrators and teachers in the student identification process to target students performing below grade level. The interventions combine differentiated classroom instruction and supplemental interventions within small group settings. MIT teacher provides specialized training and ongoing professional development for teachers, who work with struggling math students in K-2 grades. The MIT provides training and support for classroom. The MIT maintains Dates of Record (DOR) for each student using the template provided on the KCM. The MIT will collaborate with regular classroom teachers to improve the math instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/17/2015	05/10/2016	\$0	MIT, Teachers, Principal

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Accelerated Reader (AR)	Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers
Save the Children	To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement. Emergent reader activities are also available for children in kindergarten and first grade.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, STC Coordinator, Principal
Family Reading Involvement	The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and a variety fun, educational activities.	Community Engagement	08/17/2015	05/10/2016	\$0	RTA Teacher, Principal, District Reading Coach
Reading Recovery	Reading Recovery is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, RR teachers, Reading Coach
<b>Total</b>					<b>\$0</b>	

# **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?**

The questions we want to answer from the data:

1. Are there trends in certain areas?
2. Are there gaps in the curriculum and/or sub-groups?
3. Is student achievement being sustained between grade levels?
4. What are the areas of strengths and weaknesses?

Review of Assessment Data:

The data obtained by the Kentucky Performance Rating for Educational Progress assessment shows that Whitley North Elementary ranked at the 94th percentile and is classified as a Distinguished/Progressing school. Growth points for Math were above the district by 19% and growth points for Reading were above the district by 7.2%. Also, we were above the state growth average in Math by 19.2% and above the state growth average in Reading by 6.9%. Achievement points for reading were 0.6 percentage points above the district average and 5.1 percentage points above the state average. Math achievement points were 0.3 percentage points below the district average and 2.3 percentage points above the state average. Social Studies scores were 7.1 percentage points above the district average and 18.9 percentage points above the state average. Writing percentage points were 8.5 percentage points below the district average and 3.9 percentage points below the state average. In Language Mechanics, our scores were 17 percentage points below the district average and 12 percentage points below the state average. Gap points were above the state by an average of 7.7 points in all subjects combined.

Student Performance Levels:

- 56.9% scored P/D in Reading with 12.1% Novice
- 44.3% scored P/D in Math with 9.2% Novice
- 84.8% scored P/D in Social Studies with 0% Novice
- 29.5% scored P/D in Writing with 6.4% Novice
- 44% scored P/D in Language Mechanics with 26.2% Novice

Disaggregated performance data reveals:

- Fifth Grade scored higher than all other levels in Reading and Math combined with 66.7% P/D and 1.5% Novice whereas the Third Grade scored the lowest in Reading and Math combined with 41.2% P/D and 18.4% Novice.
- Fifth Grade had 84.8% P/D with 0% Novice in Social Studies.
- Fifth Grade also had the highest performance in Writing with 42.4% P/D and 6.1% Novice, both of which are slightly below the district average (48% P/D; 7.8% Novice) and the state average (43.8 P/D and 12.8% Novice).
- Sixth Grade had the lowest performance in Writing with 20% P/D and 6.7% Novice.
- Fourth Grade had the highest performance in Language Mechanics with 56.4% P/D and 15.4% Novice, whereas Sixth Grade had the lowest performance with 33.3% P/D and 35.6% Novice.

## Review of Non-Academic Indicators:

At 93.5%, Whitley North's overall student attendance is comparable to the district, but 1% below the state average of 94.5%. Our retention rate, at 1.6%, is 0.2% below the state average and 2.3% below the district level. Our free and reduced lunch average of 91.9% is 10.5% above the district and 31.8% above the state's average of 60.1%. Based on the school's comprehensive improvement plan we met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. Based on the 2015 TELL KY Survey, 69% of teachers agree the amount of paperwork has been minimized compared to 59% in 2013. Efforts have been made to redistribute the responsibilities for paperwork requirements as a result of Program Review documentation and RTI evidence. Resource teachers share the duties as program review managers for three of the five programs. There is also support and guidance in the Response to Intervention process, special education referrals, and staff members designated to coordinate many of the school-wide events and assist in maintaining school-wide documents. An area of concern on the 2013 TELL KY Survey was that only 70% of the teachers felt that parents/guardians supported them in a way that contributes to the success of the students. The data reflects a modest increase to 82% of teachers believing they have meaningful parental support. Based on the program review data we met the goal of 100% of students increasing their knowledge of Arts & Humanities, Writing, and Practical Living/Career Studies. In the Art & Humanities area the school earned the score of 10.0 points, placing us at the proficient performance level. The Practical Living/Career Studies also scored at the proficient performance level with a total of 9.5 points. The Writing Program Review scored 9.1 points, which is also within the proficient performance level.

## Questions left unanswered by the data:

Because the results do not break down individual subjects into domains, the data does not reveal areas of need in relation to Common Core Standards. The results do not identify the types of questions on which students performed poorly. Item analysis of the assessment is not available. Therefore, we cannot determine specific domains of strength or weakness; nor can we evaluate whether poorly written questions or confusing assessment characteristics impacted assessment results. Also, because test data is reported by grade level rather than grouping students in homerooms, gaps in curriculum and instruction are more difficult to ascertain.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Our most obvious area of strength is Social Studies at the Fifth Grade level. In Social Studies, our students scored a combined 97 percent at the Proficient/Distinguished level with a 0% Novice. Our fifth grade teachers have consistently high expectation for their students. They have developed activities and lessons to scaffold learning for students who need more structure, and they have created formative and summative assessments to identify instructional needs. Projects completed throughout the year promote in-depth understanding of skills and concepts in all domains and also motivate students to go above and beyond. These methods and strategies will continue and will be adapted as the Social Studies curriculum changes.

Another area to celebrate was the amount of growth our students showed in both math and reading. Our students' growth score in reading was 66.4% (compared to the district 59.2% and state 59.5%), and our students' growth score in math was 79.1% (compared to the district 59.5% and state 59.9%). While some of this growth can be attributed to the on-going professional development aimed at helping teachers become more proficient with the Common Core Math standards, we can also credit the efficacy of programs we have implemented to provide supplemental math instruction to students performing below average. Title 1 math interventionists provide small group instruction to students performing poorly on MAP assessments and classroom assignments, and 21st CCLC staff targets math in small group tutoring sessions and homework help. Furthermore, we have subscribed to IXL Math to supplement Study Island as an individualized, interactive math program that students can use at school and home.

## Opportunities for Improvement

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

As identified by the K-PREP assessment, one area in need of improvement is writing. Our school achievement score in writing was 29.5%, which is 18.5% below the district and 14.3% below the state average. The 5th grade, with 42.4% was close to the district and state average, but the 6th grade, with 20%, was well below. Also, Language Mechanics at the 6th grade level is an area of concern. The achievement score for 6th grade indicated a P/D performance level of only 33.3% with a Novice performance level of 35.6%. While we have a writing program in place and teachers have annual writing workshops they may attend, changes in the Common Core curriculum have necessitated a shift in the way writing is taught in each grade level. Teachers and students are still adjusting to these changes, but we must find ways to overcome this challenge. Teachers will work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in the areas of writing and language mechanics. Teachers are currently participating in the Literacy Design Collaborative, an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. Also, teachers will format Daily Oral Language and other Language Mechanics activities in a similar mode as that used on the K-Prep assessment. Teachers will attend writing professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also use IXL and Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need.

Test data from K-Prep also indicates a need to closely monitor the students who were in 3rd grade last year in the area of math. Our achievement score in 3rd grade math was 29.8%, which was 13.8% below the district average and 17.8% below the state average. These students, who are now in 4th grade, are receiving supplemental math instruction to address their weaknesses in math. They are attending a weekly math lab in which instruction is provided by the 4th - 6th grade math interventionist. Their progress is closely monitored by both their homeroom teachers and the math interventionist. Formal and informal assessments are used to inform instruction on a weekly basis. Furthermore, students whose beginning of the year MAP assessments and on-going classroom assessments reveal a deficiency in math are receiving small group, intensive math instruction twice per week and are attending after-school tutoring and before school homework help. Also, the math interventionist team-teaches with the 4th grade teachers during math on a weekly basis. This creates a smaller student to teacher ratio during math instruction, more opportunities for small-group and one-on-one instruction, stronger modeling of skills, and immediate feedback for students who are struggling. The research-based interactive programs IXL and Study Island are also being used during computer lab time, and students are encouraged to and rewarded for using these programs at home to increase their exposure to important grade-level concepts.

## **Conclusion**

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

After a thorough review of scores provided by the Kentucky Performance Rating for Educational Progress (KPREP) and disaggregation of the data by our staff, we have identified two main areas as the focal points for improvement for the 2015-2016 school year. These are Writing and Language Mechanics at the 6th Grade level and 3rd-4th Grade Math. Our staff will be attending stringent professional development training in writing, with a focus on differentiating instruction to meet specific areas of individual writing deficiencies. They will continue to participate in the Literacy Design Collaborative, and they will also be working with a peer mentor and teacher leaders to evaluate their own teaching strategies and learn from the modeling of their "expert" peers during cooperative teaching lessons in their classrooms. Teachers will use frequent formative assessment measures to determine student progress in meeting Language Mechanics standards and will format formative and summative assessment tools in a manner similar to that of the KPREP assessment. Teachers will also incorporate IXL Language and Study Island into their computer lab time and will encourage students to use these interactive, research-based programs at home and during after-school programs. Teachers will make use of weekly Professional Learning Committee meetings to review student progress, collaborate with their peer mentor/teacher leader, and engage in professional learning opportunities in the areas of Writing and Language Mechanics.

To address the concern with 3rd-4th Grade Math, staff members have already attended professional development trainings to help them employ new strategies, differentiate instruction, and motivate students to become more engaged in math. More training will be provided as needed. The Title 1 interventionists for grades K-3 and 4-6 have already begun implementing more small-group and one-on-one instruction for students at-risk in the area of math. Our school has renewed subscriptions to both IXL Math and Study Island to offer students more interactive, individualized practice that can be done at school and at home. Common Assessments will be disaggregated each grading period, and the results shared with the district math specialist and the school math interventionists, so that math specialists can support the classroom teachers in their efforts to overcome students' math deficits. Math skills will continue to be heavily emphasized during our 21st CCLC programs.

# **Phase II KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2016.

**Measurable Objective 1:**

collaborate to ensure an 80% or above overall rating by 05/06/2016 as measured by the TELL survey and/or school survey that teachers agree that they have an appropriate level of influence on decision making in this school..

**Strategy1:**

Survey Analysis - Teachers, principal, and other certified educators in our school will analyze the survey summary report to and recommend sound educational policies and practices based on the data.

Category: Stakeholder Engagement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/10/2015	04/29/2016	\$0 - No Funding Required	Teachers, Principal, other Certified Educators

Activity - SBDM Agenda Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/17/2015	05/10/2016	\$0 - No Funding Required	Principal, SBDM members

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy1:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/10/2015	05/10/2016	\$1000 - Other	Principal, Teachers, FRC, PTC, Reading Recovery

### Strategy2:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/10/2015	08/10/2016	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

### Strategy3:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/10/2015	05/10/2016	\$0 - No Funding Required	Certified Staff and SBDM Council

Activity - Curriculum planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, interactive computer applications on iPads, test prep materials, and teacher resource books to raise the reading and math scores.	Other	08/10/2015	05/10/2016	\$0 - No Funding Required	Principal, Teachers

## Strategy4:

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Research Cited:

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/10/2015	05/10/2016	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/10/2015	05/10/2016	\$33750 - Other	Teachers, Principal, District Grant Coordinator

## Strategy5:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in

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Whitley County North Elementary School

order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/04/2014	04/28/2015	\$0 - No Funding Required	K-6 Homeroom teachers

Activity - Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/10/2015	05/10/2016	\$150 - Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE and Unite coordinator, Matthew Ratliff First Priority leader and Principal

## Strategy6:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/07/2015	05/10/2016	\$400 - Other	Parent and Teacher Connection

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Whitley County North Elementary School

Activity - Awards Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year.	Policy and Process	08/10/2015	05/10/2016	\$600 - Other	PTC and Principal

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/10/2015	05/10/2016	\$0 - No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

## Strategy7:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150 - General Fund	Preschool Staff, Kindergarten staff, and Principal

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas

# KDE Comprehensive School Improvement Plan

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## Strategy8:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum.

Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

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

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

## Strategy1:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150 - General Fund	Preschool Staff, Kindergarten staff, and Principal

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy1:**

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150 - General Fund	Preschool Staff, Kindergarten staff, and Principal

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy1:**

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Research Cited:

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Whitley County North Elementary School

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/10/2015	05/10/2016	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/10/2015	05/10/2016	\$33750 - Other	Teachers, Principal, District Grant Coordinator

## Strategy2:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Stakeholders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/10/2015	05/10/2016	\$150 - Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE and Unite coordinator, Matthew Ratliff First Priority leader and Principal

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/04/2014	04/28/2015	\$0 - No Funding Required	K-6 Homeroom teachers

# KDE Comprehensive School Improvement Plan

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### Strategy3:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/10/2015	05/10/2016	\$1000 - Other	Principal, Teachers, FRC, PTC, Reading Recovery

### Strategy4:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/10/2015	05/10/2016	\$0 - No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/07/2015	05/10/2016	\$400 - Other	Parent and Teacher Connection

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Awards Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year.	Policy and Process	08/10/2015	05/10/2016	\$600 - Other	PTC and Principal

## Strategy5:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Sheila King, and Sulia Douglas

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/01/2016	04/29/2016	\$150 - General Fund	Preschool Staff, Kindergarten staff, and Principal

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/04/2016	04/29/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

## Strategy6:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Internal Program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/10/2015	08/10/2016	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

## Strategy7:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum.

Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

## Strategy8:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, interactive computer applications on iPads, test prep materials, and teacher resource books to raise the reading and math scores.	Other	08/10/2015	05/10/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/10/2015	05/10/2016	\$0 - No Funding Required	Certified Staff and SBDM Council

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

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## Goal 2:

Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2016.

### Measurable Objective 1:

collaborate to ensure an 80% or above overall rating by 05/06/2016 as measured by the TELL survey and/or school survey that teachers agree that they have an appropriate level of influence on decision making in this school..

### Strategy1:

Survey Analysis - Teachers, principal, and other certified educators in our school will analyze the survey summary report to and recommend sound educational policies and practices based on the data.

Category: Stakeholder Engagement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/10/2015	04/29/2016	\$0 - No Funding Required	Teachers, Principal, other Certified Educators

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% in 2015 to 72% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 49.1% to 55.2% by 06/30/2016 as measured by KPREP delivery targets..

### Strategy1:

RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on the RTI Process. Students who have been identified as at-risk in the areas of math and reading will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program	08/10/2015	05/10/2016	\$250 - General Fund	Title I teachers and classroom teachers

## Strategy2:

Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

Category: Integrated Methods for Learning

Research Cited:

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Tumbleweed, Reading Eggs, Smart Response System, Study Island, IXL, and Renaissance Place applications.	Technology	08/10/2015	04/29/2016	\$800 - General Fund	Teachers, Principal

## Strategy3:

Curriculum Assessment & Alignment - Grade level members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Category: Learning Systems

Research Cited:

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	All certified staff

Activity - Instructional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other	08/10/2015	04/29/2016	\$0 - No Funding Required	Teachers

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning	08/10/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

## Strategy4:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Reading Recovery teacher and Read to Achieve (RTA) teacher will review Renaissance Place STAR Early Literacy Reports to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Research Cited: RTA/MIT

Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/10/2015	05/10/2016	\$0 - Other	Teachers, RTA teacher, MIT teacher, Principal

## Strategy5:

Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

Category: Continuous Improvement

Research Cited:

Activity - High Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will convey high expectations for ALL Students.	Policy and Process	08/10/2015	04/29/2016	\$0 - No Funding Required	All Teachers and Principal

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.)</p> <p>Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently.</p> <p>Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.</p>	Direct Instruction	08/10/2015	05/10/2016	\$0 - No Funding Required	Teachers

## Strategy6:

Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education.

Category: Stakeholder Engagement

Research Cited:

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognition events. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.</p>	Parent Involvement	08/10/2015	05/10/2016	\$0 - Title I Part A	Title I Community Liaison, Teachers, Principal

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/10/2015	05/10/2016	\$1200 - Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for all students from 50.6% in 2015 to 73.6% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for all students from 50.6% to 57.7% by 06/30/2016 as measured by KPREP delivery targets..

**Strategy1:**

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/10/2015	08/10/2016	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council



## **Phase II KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	A comprehensive needs assessment, including a review of academic achievement data for all students and all program components, is an on-going process through Professional Learning Communities (PLCs), which are scheduled each week during common planning times both within grade level teams and across grade levels. Furthermore, needs assessments were conducted via data disaggregation during Early Release Day (10/28/15) and a staff professional development day (11/03/15).	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Use of MAP (Measures of Academic Progress) to assess student skill progression to inform instruction and incorporation of differentiated instruction using Go Math, enVision Math, Journeys Reading/Language Arts, IXL, Study Island, Renaissance Place, Reading Eggs, and SRA Corrective Reading provides instructional support to students at all instructional levels.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Meetings between parents/guardians, preschool teachers, kindergarten teachers, and the principal facilitates preschool transition, as does introduction of preschool students to kindergarten teachers and classrooms during the last month of preschool.	

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

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	Reading intervention is provided through Reading Recovery by Read to Achieve specialists using the Comprehensive Intervention Model, by small-group and one-on-one intensive instruction and differentiation by Save the Children reading interventionist, and SRA corrective reading programming by Special Education staff. Math intervention is provided for both K-3 and 4-6 struggling math students by an MIT and a Title I math interventionist through small-group, intensive instruction and technology-assisted approaches. A three-tiered RTI model is implemented for reading and math interventions.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Teaching applicants apply for employment at the Board of Education, and only highly-qualified applicants are forwarded to WCNE for consideration by our SBDM Council. Applicants' qualifications and attributes are thoroughly reviewed, and interviews are conducted following the guidelines set by SBDM Council's policies.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All Title 1 funds are spent on allowable expenditures only.	

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	Parents are invited to participate in all aspects of our school community. A variety of methods--all call system, district website, local radio stations, local and district newspapers, newsletters, calendars, notes, and letters home, marquee signs at the school entrance--to keep parents informed of opportunities for involvement such as Family Math/Reading Nights and Open House. Parents are encouraged to become members of our volunteer organization (PAVE) and our parent-teacher organization (PTC). Parents are encouraged to serve on/nominate parent members on the SBDM & FRC Advisory Councils.	

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	WCNE does include the ten components and provide opportunities for all children to meet Kentucky's proficient and distinguished levels of student performance.	

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	All staff members receive on-going training in school safety, confidentiality, and medication/health safety, IC updates, usage of MAP data, Go Math, Journeys Reading updates, RTI, and differentiation. Staff members make individualized choices in additional professional development sessions they feel will most benefit them. They may choose from sessions offered by the school, the district, or outside providers with approval.	

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	Needs assessments are conducted in response to data received from KPREP assessments for 3rd-6th Grades and IOWA assessments for K-2nd Grades, as well as MAP assessments that are conducted three times per year. Data disaggregation also occurs in grade level PLCs for continuous monitoring of students' needs. Annual completion of Comprehensive Needs Assessment is input into state Assist program and is updated as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	MAP Testing is conducted three times each year. Results are evaluated at the beginning, and taken in conjunction with scores from KPREP and IOWA assessments, student placement into remediation groups and instructional decisions are informed. MAP assessment results are again reviewed after the second administration of the assessment and changes are made in student groups and instruction, as needed.	

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	SRA Corrective Reading, Reading Recovery, CIM groups, RTA, and MIT strategies as listed in the Comprehensive Plan with research cited	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	RTI (Response to Intervention) provides assistance activities for at-risk and exceptional students, 21st Century After-school and Summer Programs to provide enrichment and intervention, G/T programs for exceptional students, and Save the Children in-school program, Read to Achieve, and Math Intervention Teacher programs provide assistance activities for students struggling in the areas of reading and math.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	WCNE incorporates a 21st Century after-school, before school, and summer program to provide enrichment and remediation services available to all students. Programs such as tutoring and homework help coordinates with and supports instruction provided throughout the regular day to all students and is accessible to all students.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	21st Century, Save the Children, Family Resource Center, Bell Whitley Community Action Agency, Whitley County Health Department, Cumberland River Comprehensive Care Center, 4-H Cooperative Extension Service, Read to Achieve, Reading is Fundamental, Reading Recovery	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Targeted assistance activities are monitored through the use of RTI with weekly monitoring of students and the use of strategic monitoring of students through the use of the AIMSWeb program. Data points are analyzed and instructional strategies are modified accordingly. RTA and MIT programs use weekly monitoring systems as well.	

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	The Board of Education screens the qualifications and certifications of all paraprofessionals, who then receive training and are assigned based on student needs.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Munis Reports	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The SBDM Council's Parent Involvement Policy addresses parent participation in the development of targeted assistance activities, and school staff further this involvement through events such as Parent Teacher Conferences, Open Houses, Family Math and Reading Nights, SBDM meetings, Advisory Council meetings, and ARC meetings.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	The eight Targeted Assistance Planning components are evidenced throughout the school improvement plan.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	All staff professional development hours are documented and can be viewed on the ePD application on the District's KEEIS system.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Teachers meet annually during the months of October and November to conduct data disaggregation from KPREP, IOWA, and MAP assessments. On-going needs assessments are conducted throughout the year during PLC meetings and updates are made to the consolidated plan as needed.	

**KDE Comprehensive School Improvement Plan**

Whitley County North Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	whitley.kyschools.us	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	All teachers are highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The school and district plans for and provides professional development for all staff members based on the comprehensive school improvement plan.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	These staff positions are not listed on the Title I Ranking Report.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	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.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators work under the direct supervision of a highly qualified classroom teacher, and their schedules reflect an emphasis on instructional rather than clerical work.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Para-professionals' duty schedules reflect an emphasis on instructional duties, rather than non-instructional duties.	

**KDE Comprehensive School Improvement Plan**Whitley County North Elementary School

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	No Title I funds were used to allow the school to meet cap size requirements.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	No Title II funds were used to allow the school to meet its cap size requirements.	

# **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?**

Larry Brown--Principal

Amanda Long--Kindergarten Lead Teacher

Becky Barnett--1st Grade Lead Teacher

Barb Bunch--2nd Grade Lead Teacher

Erika Gaylor--3rd Grade Lead Teacher

Nicki Bryant--4th Grade Lead Teacher

Beth Richardson--5th Grade Lead Teacher

Will Hackler--6th Grade Lead Teacher

Whitley County North Elementary Teachers

Sherry Paul--Family Resource Center Director

FLASH 21st CCLC Advisory Council

Math Intervention Teacher K-3--Jennifer Prewitt

Math Intervention Teacher 4-6--Lisa Inman

Read to Achieve Teacher--Melinda Claxton

Reading Recovery Teacher--Donna Bunch

Save the Children Reading Teacher--Natasha Dople

Special Education Department Chair--Rosalee Hinkle

Family Resource Advisory Council

Site Base Decision Making Council Members--Amanda Long (teacher), Nicki Bryant (teacher), Dawna Grimes (teacher), Dianne Philpot (parent), and Amy Bush (parent)

## Relationship Building

Overall Rating: 3.29

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

## Communications

Overall Rating: 3.0

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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Whitley County North Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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: 2.71

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

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

**Advocacy**

Overall Rating: 2.83

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 2.83

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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.	Proficient

## Community Partnerships

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
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.**

Relationship Building, Communications, and Community Partnerships represent our strongest areas, followed by Advocacy and Learning Opportunities.

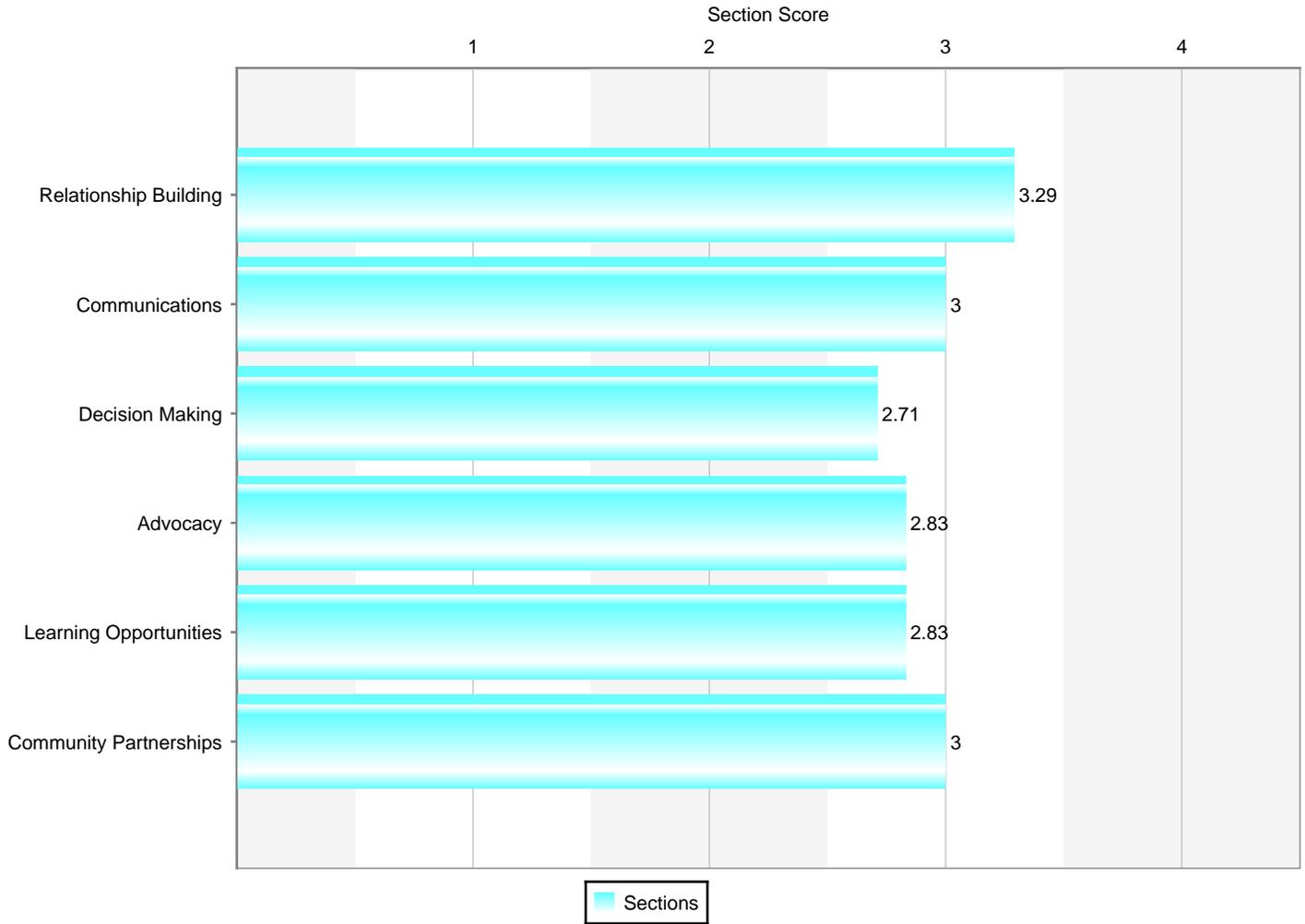
Actions we are implementing to sustain Relationship Building, Communication, and Community Partnerships are to implement systematic steps to welcome the parents of new and ESL students through home visits, personal calls, letters, open houses, and Alert Now calls. In addition, all school staff will continue to encourage continuous and meaningful communication with all parents about their students' academic goals and progress. Furthermore, school staff will identify family interests, needs and barriers, and provide services to ensure success academically, socially, and physically. School staff will also continue to ensure all students have an advocate to ensure their needs are being properly met and that parents have opportunities to understand and support their children's educational growth and development.

An area in need of improvement is Decision Making.

Plans to improve our Decision Making efficacy include our school council and committees facilitating parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, publicizing membership opportunities, and seeking parental input. Our goal is to recruit enough parents to have at least 40% of our parent body voting in SBDM parent elections. In addition, our school will have parents on the SBDM council and committees engage and mentor other parents by reporting to multiple groups and collecting input through surveys, meetings, volunteer activities, programs, and varied other methods. Furthermore, our staff will continue to identify new and experienced parent leaders who support and build up programs that encourage parents to serve effectively on the school council and in committee work.

## 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.**

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education for the district parent involvement program called PAVE--Parents as Volunteer Educators. Parents of participating students are provided with opportunities for full and on-going participation, including opportunities to suggest modifications, based on changing needs of parents, students, and the school. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they attend a district led workshop to learn about their legal obligations and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings.

We take action to promote parental involvement in the development of the CSIP through the SBDM Council. Through the leadership of our council, parent members serve as liaisons to the community keeping them informed of opportunities and encourage them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS 160.345. The President of our parent-teacher organization, Parent Teacher Connection (PTC), calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTC facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTC count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County North Elementary. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. A letter is sent home explaining these qualifications, the timeline and process details, along with a nomination form. Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their awareness of opportunities to be a meaningful contributor to the process. Council members are encouraged to be accessible to the parent body they serve and to conduct surveys, both formal and informal, to garner a greater degree of parent participation.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in its efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

\* Students' needs are being addressed by reviewing the plan

\* Technology and equity are embedded in the CSIP

\* Funding is appropriately monitored

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- \* Professional development is appropriately implemented
- \* The implementation and impact checks are being completed
- \* The plan is amended or updated based on student needs
- \* Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district-mandated assessments biannually. Adjustments are made to the CSIP as needed to address the needs of our students. In addition, the SBDM council welcomes input from non-council members. Those who are in attendance have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council. Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. Presently, SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Each regular and special council meeting operates by an agenda. An agenda item under public comment is open for those interested in addressing the council.

Our PTC organization is another way we provide opportunities for the parents to be involved in their children's education. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTC, and S.B.D.M. Council members exchange information to help expand the coverage of community partners, which increases participation opportunities.

We also designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly newsletters/calendars of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, and the marquee sign at the entrance to our campus.

The Family Resource Center (FRC) hosts multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which addresses numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

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

This year's re-elected S.B.D.M. Council parent members are Dianne Philpot, an entrepreneur, and Amy Bush, a homemaker. They were elected by a majority vote, have children at our school, passed a criminal background check, and have attended the required SBDM trainings. The three teacher members hold a Rank I Certification. Our re-elected PTC president has two children enrolled in our school and

has a Master's Degree. The FRC Coordinator has a Master's degree in education. Members of our FRC/21st CCLC Advisory Council include educators, local entrepreneurs, parents and grandparents, homemakers, volunteers, and community action agency members.

These people served in leadership roles. They elicited parent involvement and offered guidance in electoral procedures and data analysis. At least one parent/community survey was developed by these leaders to elicit student, family, and community interest, need, and expertise. Committees were formed and stakeholders volunteered for particular content development and/or revision.

**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 final CSIP report is presented to the stakeholders at SBDM meetings for their approval. Copies were made available for all in attendance, and a copy is kept in the school library to be accessible to any interested parties. The principal presents the completed CSIP annually to the Whitley County Board of Education during its regular December meeting, and the plan can be accessed by stakeholders and the public on the district website. The PTC president also shared the plan with its members during their December meeting. The FRC Coordinator shared the plan with stakeholders attending the December advisory council meeting and provided a copy for all partners and advisory council members.

Though the plan is completed, revisions and updates are on-going based upon need. Information regarding revisions and monitoring are discussed and communicated through the school's PTC, FRC Advisory Council, and SBDM at regularly scheduled meetings. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through implementation and impact checks.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 7, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 7, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	September 8, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Data shows limited opportunities for teachers in our school to engage in effective, efficient training for teaching students of low socioeconomic status.	

**What are the barriers identified?**

- Students entering Preschool and Kindergarten are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school.
- Over 91% of our students are eligible for free lunch, which indicates that we serve a greater than average number of students living in poverty.
- There is a scarcity of effective professional learning options that specifically address overcoming the barriers faced by students of low socioeconomic status.
- Professional development funds have been reduced.
- A large number of new students being enrolled in our school in every grade level, throughout the school year, most with limited support systems at home, has led to increased time spent on behavioral issues as students adjust to our school expectations and changes in their environments.

**What sources of data were used to determine the barriers?**

- Dial-4 assessment Preschool screening results
- Brigance Kindergarten screening results
- School Report Card
- Tell Survey results
- Infinite Campus statistics

**What are the root causes of those identified barriers?**

- Research shows Kindergarten readiness is impacted by children's socioeconomic status.

- The median household income for our county is \$29,759 with 26% of the population below the poverty level, as compared to a state median household income of \$43,036 with 18% below the poverty level.

- Professional development sessions target academic and curricular programs rather than strategies to remove barriers faced by students of high poverty.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

The Professional Growth and Effectiveness System data indicates that 100% of our teachers and leaders are exemplary or accomplished as compared to 93% of the state. Also, 100% of our teachers and our principal received a high or expected growth rating. According to the Tell Survey Question 10.6, 93.1% of our staff agrees that our school is a good place to work and learn. Analysis of this data indicates that our school provides access to effective teachers for all students. Training and professional learning focused on teaching students from low socioeconomic backgrounds will improve student achievement.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Policy #7 of the Whitley County North Elementary Site Base Decision Making Council Bylaws & Policies addresses assignment of students to classes and programs within the school. The policy states that assignment of students to classes is the responsibility of the principal and that the following criteria will be taken into consideration: 1) Academic performance of the student, 2) Learning style of the student, 3) Student behavior, 4) Instructional needs of the student, 5) Overall composition and ratios of each classroom, 6) Class size, 7) School schedule, and 8) Parent requests.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Over 90% of our students are classified as low income, and we have no ineffective or out-of-field teachers. Data is used, however, to establish equitable classroom composition. First, students with IEPs and 504 Plans are distributed as evenly as possible among each class per grade level. Second, teachers are asked to use MAP scores, IOWA results, and other forms of summative assessment data to make recommendations to the principal about classroom placement for the succeeding school year. Data is also used to place students in reading and math intervention classes, as well as in remediation and/or enrichment programs in 21st Century after-school and summer-school programs.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

PLC teams continually analyze student data to help make effective decisions in teacher placement and to identify areas in need of improvement. Adjustments in staff placement and development of new programs are made based on extensive data analysis of school, grade level, classroom, and individual student performance. Data disaggregation is reported to the SBDM, and all stakeholders are invited to give input into the development of strategies to improve academic performance and into the recruitment of effective and diverse teachers.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

According to the Whitley County North Elementary Site Base Decision Making Council Bylaw #10, the superintendent will provide the council with a slate of candidates to be interviewed for teacher vacancies. The district adheres to board policy (03.11.AP.1) in recruiting effective teachers through the following avenues: placement bureaus of colleges and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate  
SY 2015-2016

media. Applicants are screen based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines of SBDM policy (02.4244) and the Superintendent completes the hiring process.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

According to the 2015 Tell Kentucky Survey, 93.1% of teachers indicate that their school is a good place to work and learn. In addition, 96.6% of teachers report they have autonomy to make instructional decisions, 96.4% report that professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices, and 96.6% report that school leadership consistently supports teachers and that teacher performance is assessed objectively.

Incentives include:

- Tenure
- Transfer of tenure
- Highly Qualified status
- Salary supplement for National Board Certified Teachers
- Change in rank or experience (salary increase)
- Teacher leadership opportunities

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

- Kentucky Teacher Internship Program (KTIP)
- New Teacher Academy
- Mentoring
- Coaching (Reading, Math, Science, Writing)

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

All of our teachers have an effectiveness rating of accomplished or above. However, we have identified strategies for supplying the professional learning needs of any teacher failing to meet expected standards. They include teacher leader coaching support within the school, district coaching support, co-teaching, individualized professional learning plan (in addition to the Professional Growth Plan), release time for observing effective teachers, and mentoring from experienced, effective teachers.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

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TELL Kentucky Survey results are analyzed using the school summary results to identify areas of improvement. Strategies and activities for improvement are developed and included in the Comprehensive School Improvement Plan. Strategies and plans are communicated to all stakeholders for continuity of implementation.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goal: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% in 2015 to 72% in 2019.

Objective: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% to 55.2% by 06/30/2016 as measured by KPREP delivery targets.

Strategy: RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener.

Activity: Teachers will receive updated training on the RTI Process. Students who have been identified as at-risk in the areas of math and reading will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs.

Activity: All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.

Strategy: Curriculum Assessment & Alignment - Grade level members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Activity: Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.

Activity: Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.

Strategy: Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

Activity: Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Tumbleweed, Reading Eggs, Smart Response System, Study Island, IXL, and Renaissance Place applications.

Strategy: Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education.

Activity: Whitley County North Elementary continues to encourage parent/guardian participation in the PAVE program. The school also hosts family reading/math nights once a month to increase parent awareness of the common core standards for math and reading.

Activity: PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I  
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School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognition events. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.

Activity: The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become lifelong learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.

Strategy: Reading and Math Initiative - To improve the literacy gap, teachers, principal, Reading Recovery teacher and Read to Achieve (RTA) teacher will review Renaissance Place STAR Early Literacy Reports to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Activity: Whitley County North Elementary has continued the Read to Achieve and Math Intervention programs to help close the achievement gap. The teachers identify and analyze state data, MAP, STAR, classroom data, etc. to determine student placement. Teachers utilize small group instruction to address the needs of the struggling learners.

Activity: RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.

Strategy: Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

Activity: Teachers have implemented best practice strategies, such as chunking, differentiation, modeling, cooperative groups, etc. to assist struggling learners in mastering new academic skills. Teachers have utilized PLC time to analyze the reading and math standards in depth.

Activity: Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.

Activity: Teachers will convey high expectations for ALL students.

