

## **2018-2019 Phase One: Continuous Improvement Diagnostic**

### **Phase One: Continuous Improvement Diagnostic**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 09/27/2018

Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Responses from the 2017 TELL KY Survey were analyzed to identify the processes, practices, and conditions to be addressed for improvement. In response to Q21a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students, only 70.8% of respondents agreed strongly that our school is on track. While that percentage exceeds the average for all Kentucky schools, it was lower than the district average. Class size is determined by SBDM Council and will continue to be based on their recommendation as required by law. The process can be improved, however, by encouraging more stakeholder engagement during the problem solving and planning stages of this process. With an 83.3% approval rating, Q4.1a. Parents/guardians are influential decision makers in this school is an area that also falls slightly below the district average. Having parents participate as stakeholders is a vital characteristic of successful schools, so continuing to increase parental and community involvement is a process that will be addressed for improvement. Increased awareness of SBDM elections and meetings, Parent Teacher Connection activities, and family involvement activities will be promoted to increase participation.

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

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 \* 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.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Two: School Safety Report**

### **Phase Two: School Safety Report**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 10/26/2018

Status: Locked

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

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## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no," please explain below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes, 5/4/18

### **ATTACHMENTS**

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?



*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes, 8/23/18

### **ATTACHMENTS**

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## **2018-2019 Phase Two: School Assurances**

### **Phase Two: School Assurances**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 10/22/2018

Status: Locked

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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### Comprehensive Needs Assessment

3. 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
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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4. 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, career, and transition ready.

- ☒ Yes
- ☐ No



- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Targeted Assistance Activities**

6. 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
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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7. 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
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Parent and Family Engagement**

8. 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 and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

All of our teachers are highly qualified.

### **ATTACHMENTS**

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### **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes

- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## **2018-2019 Phase Two: The Needs Assessment for Schools**

### **Phase Two: The Needs Assessment for Schools**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 10/12/2018

Status: Locked

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Following the release of the K-Prep Assessment Results, Whitley North staff and stakeholders analyze and disaggregate test data during scheduled professional development days, common planning times, and PLCs. S.B.D.M Council members are encouraged to attend and to participate in the data analysis process. The process begins with a brief PowerPoint presentation displaying our progress in each content area, as the principal delineates criteria to be used in the disaggregation process of each content area by data analysis teams. Each team includes at least one primary teacher and one intermediate teacher, and some teams include a resource teacher, support staff member, and/or at least one community/parent member. Other stakeholders can join a team based on relevance and interest. The final analysis teams are comprised of certified staff members and parent/community/support staff members. Each team is given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team completes the first round of data analysis and presents their findings to others. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal assessments: MAP Assessments, STAR Reading, grade level common assessments, and other pieces of relevant data. This data is shared with S.B.D.M. Council during a meeting with a complete analysis on file. The council gives their input on the school's plan of action and areas identified as a focus of improvement, with continued close monitoring of areas of concern. This continued monitoring generally occurs during PLC meetings, which are documented in PLC minutes and reported to the principal.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

According to the 2017 K-Prep Assessment Results, 80% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 71.4% of district students and 54.6% of state students. In Math, 65.9% of WCNE students scored at the Proficient/Distinguished level, as compared to 64.8% at the district level and 48.8% at the state level. Similarly, 65.4% of the WCNE Consolidated Student Group scored at the P/D level, compared to 74% of district students and 33.3% of state students. In the area of Social Studies, 72.1% of WCNE students scored at the P/D level, as compared to 66.7% of district students and 53% of state students. 46.5% of WCNE students scored at the P/D level in Writing, as compared to 56.5% of district students and 40% of state students. In the area of Science, 31.8% of WCNE students scored at the P/D, as compared to 45.5% of district students and 30.8% of state students. While our performance levels increased in Reading (P/D scores increased by 7.4%), other areas did not. Math P/D scores decreased by 0.1%, Social Studies P/D decreased by 12.4%, and Writing P/D decreased by 13.7%. Students in the Non-Duplicated Math group increased the rate of P/D scores by 0.9%, and the number of students scoring Novice in that group declined by 0.5%. In reviewing non-academic indicators, the 2017 KY School Report Card indicates that 92% of our teachers have either a Master's Degree or Rank I, which is 15.7% higher than the state average. Also, the average number of years of experience among our teachers is 16.5 years, as compared to the district average of 13.4 years and the state average of 11.9 years. However, at 93.5%, our average daily attendance for students is slightly lower than the state average of 94.4%, and our student teacher ratio of 14:1 is slightly lower than the district ratio of 13:1.

## ATTACHMENTS

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

One of our primary concerns is 4th grade Science. According to the 2017-2018 K-Prep Assessment, only 31.8% of our students are at the Proficient/Distinguished level, while the district percentage is 45.5%. Writing is our next concern, with only 46.5% of our students scoring at the Proficient/Distinguished level, while the district average is 56.5%. This reflects a decrease of 13.7% from the 2016-2017 school year. Another concern is math performance at the 3rd grade level as 19.2% of students taking the 3rd grade math test scored at the Novice level as compared to 5.9% of all students at WCNE. Finally, while our social studies (72.1% P/D) scores are above the district (66.7% P/D) and state (53% P/D) averages, this is a 12.4% decline from the 2016-2017 academic year, and we will, therefore, be analyzing our social studies program to examine possible causation factors.

### ATTACHMENTS

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## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the area of Reading (54.5% in 2014, 60.3% in 2015, 72.6% in 2016, and 80% in 2017). In Math, scores steadily rose from 2014 (2014--41.2%, 2015--50%, and 2016--66%), but have decreased by one-tenth of a percent to 65.9% for the 2017 assessment. Likewise, the area of Writing has shown a steady increase from 2014 until 2016 and then a slight decline for 2017. In Writing, students scoring at the Proficient/Distinguished level increased from 26.2% (2014) to 35.5% (2015) to 60.3% (2016), and then dropped to 46.5% (2017) , which is 10% below the district (56.5%) average and 6% above the state (40.5%) average. In Social Studies, the number of students scoring at the Proficient/Distinguished level is consistently above both the district and the state (2017 WCNE 70.2%, district 66.7%, and state 53%; 2016 WCNE 84.5%, district 74.1%, state 60%; 2015 WCNE 69.2%, district 65.3%, state 57.7%; 2014 WCNE 77.8%, district 67.9%, 60.6%). Therefore, while achievement scores in Reading, Math, and Social Studies are higher than both district and state averages, the break in steady increases in the areas of Math, Writing, and Social Studies will be addressed. Also, there has been a noticeable difference between 3rd Grade and 4th-6th Grade performance in the area of Math. 3rd Grade consistently has a greater percentage of students scoring at the Novice level as compared to the school average: 3rd Grade--19.2% > All WCNE students--5.9%, with 9 of the 11 students scoring Novice coming from 3rd Grade. 4th Grade had 2 of the 11 students and had 4.4% Novice, and 5th and 6th Grade had 0% of students scoring Novice. Finally, an achievement gap continues to exist in performance between girls and boys. For the 2016-2017 school year, boys scoring Proficient/Distinguished outnumbered girls in both Math (by 10.4%) and in Reading (by 14.4%); for the 2017-2018 school year, boys outnumbered girls in scoring P/D in Math (by 8.7%) but girls outnumbered boys in scoring P/D in Reading (by 1.4%). In science, boys scoring P/D outnumbered girls scoring P/D by 25.6%, while in Social Studies, girls scoring P/D outnumbered boys scoring P/D by 19.3%. Girls also continued to outscore boys scoring P/D in the area of writing by 13.1%.

## **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

To increase the number of students scoring at the Proficient/Distinguished level and reduce the number scoring at the Novice level the area of Science, and to address the continuing unsatisfactory performance of students at the 3rd Grade level in the area of Math: More emphasis will be placed on the review, analysis, and application of data. Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities. Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning. Teachers will meet weekly in PLCs to analyze student data from classroom assessments—such as chapter tests or standards practice tests, common assessments—such as unit exams, and standardized assessments—such as MAP and K-Prep. Data will be examined to identify individual student strengths and weaknesses, as well as gaps in instruction. Teachers will work together in grade level groups along with resource teachers to plan instructional strategies to address individual and group needs, formulate plans for RTI implementation, and discuss progress monitoring results. Teachers will keep a data notebook to keep track of student progress. Intervention plans will be included for at-risk students and will be shared with students, parents, and other stakeholders. Students will complete self-evaluation activities and assist in maintaining data tracking measures to ensure their awareness of, participation in, and ownership of individual goals and outcomes. Teachers will pay particular attention to gaps in performance between specific groups, such as between males and females, students with special needs and all students, etc., and they will work together to plan instructional strategies designed to eliminate these gaps. Teachers in all grade levels will supplement instruction in all areas with digital resources, such as IXL, Study Island, Math Seeds, and Illustrative Mathematics in math; Newela and Myon, IXL, and Study Island in Reading; Study Island and Mystery Science in Science, etc. Supplementation of instruction with digital content will enhance differentiation of instruction as well as increase student engagement.

## ATTACHMENTS

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**Strengths/Leverages**

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the area of Reading (54.5% in 2014, 60.3% in 2015, 72.6% in 2016, and 80% in 2017). WCNE continues to maintain a greater percentage of students scoring P/D than both the district and state in Reading, Math, and Social Studies: (Reading: WCNE 80% > district 71.4% > state 54.6%; Math: WCNE 65.8% > district 64.8% > state 48.8%; and Social Studies: WCNE 72.1% > district 66.7% > 53%). Also, while the number of students scoring at the P/D level in math declined 0.9% from the 2016-2017 assessment to the 2017-2018 assessment, the percentage of students scoring at the Novice level decreased overall from the previous year (3rd Grade decreased by 3.4%; 4th Grade decreased by 0.4%; 5th Grade remained at 0%; and 6th Grade decreased by 11.4%). Also, with a Proficiency Indicator of 89.8 (29.3 points above CSI cut off), a Separate Academic Indicator of 77.1 (24.5 points above CSI cut off), and a Growth Indicator of 18.7 (2.9 points above CSI cut off), WCNE's overall performance is on track according to the new accountability profile. In order to be a CSI school, a school must be below level in all three of the indicator categories. Furthermore, all of our student groups are performing at a level comparable to all students tested, so we do not have any underperforming student groups or low-performing student groups, which would result in a designation of TSI school.

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Three: Executive Summary for Schools**

### **Phase Three: Executive Summary for Schools**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 12/20/2018

Status: Locked

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### 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 36,096, 97.1% of whom are white, 0.8% African American, 1% Hispanic, and 1.4% two or more races. The median household income is \$31,014 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$43,740 with 18.5% at the poverty level. The demographics of our students are similar to those of the county with 94.4% of our students being white, 0.9% African American, 2.9% Hispanic, 0.9% Asian, and 0.9% two or more races. 87.6% of our students are eligible for free or reduced lunch, as compared to 80.7% of the students in the Whitley County School District and 60.8% of the students in the state of Kentucky. Whitley County North Elementary serves about 350 students in Preschool through 6th Grade. We have three preschool classrooms, two Kindergartens, two 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and three 6th grade classrooms. While we have a lower average number of students identified as Gifted/Talented (WCNE 8.8%) than the district average (14.1%) and the state average (15.4%), we have a higher than average number of students qualifying for Special Education (24.4%) as compared to the district average of 20.7% and the state average of 13.7%). We also have a higher number of students who are homeless (7.6% vs. 4.6% (District) and 4.1% (State)). 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. 87.5% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 15.6 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, two Read to Achieve teachers, one Save the Children reading specialist for Grades K-6, one Save the Children early childhood interventionist, one MIT math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 3rd through 6th Grades, and a Speech/Language pathologist, who collaborate to meet the needs of all students. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, all of whom collaborate with their peers to incorporate arts, music, theater, literature, movement, physical education, 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, students 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, yearbook, CSI, art, 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 13:1 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.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **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, while a STC Early Childhood Interventionist provides services for families and children ages birth to 3 year old. A Title 1 math interventionist provides whole group collaboration, small group instruction, and one-on-one tutoring for 3rd through 6th grade students struggling in math. Tutoring and homework help during before- and 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. Our Save the Children programs provides after-school services as well. A summer program provides remediation and enrichment activities for all 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 Century programs, Academic Academy, sports programs, such as soccer, football, cheerleading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, Girl Scouts, 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.

## **ATTACHMENTS**

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

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

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extracurricular activities, and sports. According to the 2017-2018 K-Prep Assessment Results, 80% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 71.4% of district students and 54.6% of state students. This was a 7.4% increase from the 2016-2017 score. In Math, 65.9% of WCNE students scored at the Proficient/Distinguished level, as compared to 64.8% at the district level and 48.8% at the state level. While this score represented a regression of 0.1%, it remained higher than the percentage of district and state students scoring P/D in Math. Students in the Consolidated (Gap)

Math group increased the rate of P/D scores by 0.9%, and the number of students scoring Novice in that group declined by 0.5%. Furthermore, the number of students scoring at the Novice level decreased at all grade levels. In the area of Social Studies our school continued to dominate with 72.1% of WCNE students scoring at the P/D level, as compared to 66.7% of district students and 53% of state students. According to the 2016-2017 K-Prep Assessment Results, 72.6% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 64.3% of district students and 54.3% of state students. In Math, 66.0% of WCNE students scored at the Proficient/Distinguished level, as compared to 56.9% at the district level and 49.1% at the state level. Similarly, 64.8% of the WCNE Non-Duplicated Gap Group scored at the P/D level, compared to 54.6% of district students and 40.2% of state students. In the area of Social Studies, 84.5% of WCNE students scored at the P/D level, as compared to 74.1% of district students and 60.0% of state students. 60.2% of WCNE students scored at the P/D level in Writing, as compared to 53.9% of district students and 45.9% of state students. In the area of Language Mechanics, 57.0% of WCNE students scored at the P/D, as compared to 68.1% of district students and 55.6% of state students. Our performance levels increased across all content areas: Reading P/D scores increased by 12.3%, Math P/D scores increased by 16%, Social Studies P/D increased by 15.3%, Writing P/D increased by 24.8%, and Language Mechanics P/D increased by 11.8%. Students in the Non-Duplicated Math group increased the rate of P/D scores by 15.7%, and the number of students scoring Novice in that group declined by 5.7%. As a result of the gains we made for the 2016-2017 K-Prep, WCNE received 6 awards from the South East South Central Coalition (SESC) for the following achievements: Top 10 Gap, Top 10 Growth, Silver Medalist in Growth, Silver Medalist in Gap, Most Improved Gap, and Most Improved Achievement. For the 2015-2016 academic year, we were well above the district and state averages in Achievement points and Gap points for the area of Social Studies. Our score of 75.8 percent of students scoring Proficient/Distinguished was more than 10 points above the district score and 27.9 points above the state score. We were particularly proud of our student growth percentile scores in reading. Our student growth percentile for reading was above the district by 2.3% and above the state by 8.1%. Our overall score for students scoring a proficient/distinguished in reading reflected a 4.8 percent higher average than the state. We were particularly pleased with our 5th grade scores in all areas. We were below both the district and the state averages for students scoring novice in reading (9.9% lower than the state), math (7.0% lower than the state), social studies (6.1% lower than the state), and writing (9.2% lower than the state). Our 5th Grade was also above both the district and state averages for students scoring proficient/distinguished in reading (11.3% higher than the state) and in math (5.0% higher than the state). While we are very proud of our school for our overall continuity of progress toward proficiency, we do have some areas of concern. First of all, while we continued to show a steady rise in scores in Reading, and scores in Social Studies and Math continued to exceed both district and state proficiency scores, we did lose momentum in Math, Social Studies, and Writing. Math P/D scores decreased by 0.1%, Social Studies P/D decreased by 12.4%, and Writing P/D decreased by 13.7%. Upon further analysis of math scores, we have identified 3rd grade as the primary area of concern, as their percentage of students scoring at the Novice level was 19.2% greater than all WCNE students. All students scoring Novice was 5.9%, with 9 of the 11 students scoring Novice coming from 3rd Grade. 4th Grade had 2 of the 11 students and had 4.4% Novice, and 5th and 6th Grade had 0% of students scoring Novice. Therefore, while math growth is always a focus, 3rd Grade will receive extra attention. Social Studies will also be further analyzed due to the drop in proficiency. However, the decrease in Writing scores is a primary area of concern, as our writing achievement had been showing a steady positive trend. Analysis shows a shift in the number of students scoring at the Apprentice and Proficient levels (Novice 2017--1.9%, 2018 0%; Apprentice 2017--34.6%, 2018--52.3%; Proficient 2017--61.5%, 2018--34.1%; and Distinguished 2017--1.9%, 2018--13.6%). In addition to reviewing writing strategies used last year and planning more collaboration time with the District Writing Specialist, we are implementing a supplemental writing curriculum (Ready Writing) for



Kindergarten through 6th Grade. Teachers will work together across grade levels and content areas during PLC Meetings to analyze student writing products in order to plan writing instruction and address needs for differentiation. Science is another area of concern. Only 31.8% of our students are at the Proficient/Distinguished level, while the district percentage is 45.5%. We have no previous data with which to compare this score; however, we recognize that there is much room for growth. Our teachers are working across grade levels to ensure that all NGSS content is being taught and that students are being assessed in a manner similar to the format of the K-Prep assessment. Also, the District Science Specialist will be invited to collaborate with teachers to plan instructional activities designed to address areas of growth. Teachers will continue to use supplemental programs such as Mystery Science, Study Island, BrainPOP, and Science Daily to promote scientific inquiry. We have also added Science to our IXL subscription to give teachers more resources for differentiation, remediation, and enrichment in the area of Science. Finally, an achievement gap continues to exist in performance between girls and boys. For the 2016-2017 school year, boys scoring Proficient/Distinguished outnumbered girls in both Math (by 10.4%) and in Reading (by 14.4%); for the 2017-2018 school year, boys outnumbered girls in scoring P/D in Math (by 8.7%) but girls outnumbered boys in scoring P/D in Reading (by 1.4%). In science, boys scoring P/D outnumbered girls scoring P/D by 25.6%, while in Social Studies, girls scoring P/D outnumbered boys scoring P/D by 19.3%. Girls also continued to outscore boys scoring P/D in the area of writing by 13.1%. This is unacceptable and of some concern. Therefore, we have already begun implementing plans for addressing this gap in achievement. To address the gap in reading and math between boys and girls, individual attention will be paid to the achievement of specific students, with differentiation of instruction being the primary instructional approach. This strategy will also be employed to address the gap in writing. Teachers in all grade levels will make a conscious effort to utilize writing topics with high interest levels for both males and females. Furthermore, we have scheduled time from the district writing specialist in planning small focus groups to meet the instructional needs of all ability levels and genders in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate individual and group performance on formative and summative measures of reading, math, and language/writing proficiency and will adjust instruction to meet student needs accordingly. We see that the plans for improvement that we implemented last year have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in all content areas. We will concentrate on maximizing instructional time and put a greater emphasis on writing mechanics and on-demand writing in all grades. In addition to an outstanding academic program, Whitley North has highly competitive sports and extra-curricular programs which include our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and an academic team. We typically finish 1st or 2nd in the district each year. Last year, our boys' soccer team was undefeated in season play and won the first ever district tournament, and the girls' 5th – 6th basketball team was the season runner-up. Our academic team has been regular season quick recall champs, tournament quick recall champs, and overall tournament champs for the past several years and continued the tradition of being in the winners' circle with a second place spot for regular season play and tournament competition. In this year's tournament, we had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, Social Studies, and Arts & Humanities. Also, we have students who participate in the Wildcat 21st CCLC Archery Club who are selected compete in state and national archery competitions through the 3-D Archery program. Finally, students in grades 4-6 always participate in a variety of 4-H activities, and several win ribbons at the district level and go on to represent our school at the state level each year. In addition to student achievements, we also have some staff achievements we have celebrated. Mrs. Deloris Pace, a special needs instructional assistant, has published and successfully marketed a novel which is set in the Appalachian Mountains. Also, Mrs. Nicki Bryant and Mrs. Melinda Claxton have achieved

National Board Certification. As you can see, while Whitley North has had many notable achievements in the last three years, and 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. We are going to continue our steady growth in all content areas. Last fall, we revamped our 21st Century programs to keep our previous domination in the area of science strong and moving forward, and we plan to implement other new programs in the spring to further challenge our students. 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.

### **ATTACHMENTS**

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### **Additional Information**

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

The staff of Whitley County North Elementary will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Teachers, the principal, and other staff have an excellent working rapport and will work cooperatively to maximize their instructional opportunities to meet the needs of all students. Through hard work, dedication, and a willingness to employ innovative, research-based instructional methods, our staff will continue to help students demonstrate maximum growth and achievement.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Three: Comprehensive Improvement Plan for Schools**

### **Phase Three: Comprehensive Improvement Plan for Schools**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 12/28/2018

Status: Locked

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 CSIP Goals and Activities	Comprehensive Improvement Plan	

## 1 Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.



1: Proficiency

State your Proficiency Goal

Goal 1: Increase the combined reading and math percentage of Proficient/Distinguished students from 72.95% in 2018 to 79% by 2021 as measured by the state’s accountability NAPD calculation.																																					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/18—5/19</td><td>Teachers &amp; SBDM Council</td><td>No funding required</td></tr><tr><td>1B</td><td>8/18—5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2A</td><td>8/18—5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2B</td><td>8/18—5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>3A</td><td>8/18—5/19</td><td>Teachers and Principal</td><td>21<sup>st</sup> CCLC funds</td></tr><tr><td>3B</td><td>8/18—5/19</td><td>Teachers</td><td>Instructional &amp; 21<sup>st</sup> CCLC funds</td></tr><tr><td>3C</td><td>8/18—5/19</td><td>Teachers and Principal</td><td>PD funds</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/18—5/19	Teachers & SBDM Council	No funding required	1B	8/18—5/19	Teachers	No funding required	2A	8/18—5/19	Teachers	No funding required	2B	8/18—5/19	Teachers	No funding required	3A	8/18—5/19	Teachers and Principal	21 <sup>st</sup> CCLC funds	3B	8/18—5/19	Teachers	Instructional & 21 <sup>st</sup> CCLC funds	3C	8/18—5/19	Teachers and Principal	PD funds
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						3C	8/18—5/19	Teachers and Principal	PD funds																												
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																
Objective 1: Collaborate to increase the average combined reading and math K-Prep scores for all students from 72.95% in 2018 to 75% by 2019 as measured by the state’s new accountability NAPD calculation.	1.Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19  PLC and SBDM Minutes	See chart above																																
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19  Data Notebooks and PLC Minutes	See chart above																																
	2.Design and Deploy	A. Teachers will participate in district curriculum alignment	Summative assessment	8/18—5/19	See chart																																

Goal 1: Increase the combined reading and math percentage of Proficient/Distinguished students from 72.95% in 2018 to 79% by 2021 as measured by the state’s accountability NAPD calculation.					
	Standards	sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	PD Logs, Teachers’ Meeting Agendas, and PLC Minutes	above
		B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19  Lesson Plans and Formal/Informal Observations	See chart above
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 <sup>st</sup> CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/18—5/19  21 <sup>st</sup> CCLC Program offerings and attendance	See chart above
		B. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, Prodigy Math, MyOn, Flocabulary, Read Theory, News ELA, River Deep, Renaissance Place (A.R.), Wordly Wise, IReady, Scholastic Magazine, Time for Kids, and BrainPOP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep and attendance in 21 <sup>st</sup> CCLC	8/18—5/19  Lesson Plans, Program Reports, and Formal/Informal Observations	See chart above (Striving Readers Grant: Wordly Wise, IReady, Scholastic Magazine, Time for Kids)
		C. Teachers will participate in Literacy Design Collaborative and Math Design Collaborative meetings and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize math and reading instruction for all students.	Increase in math and reading achievement, as measured by MAP, STAR Reading, IOWA, Common Assessments, and K-Prep	8/18—5/19	See chart above (Striving Readers: LDC)
Objective 2:					

Goal 1: Increase the combined reading and math percentage of Proficient/Distinguished students from 72.95% in 2018 to 79% by 2021 as measured by the state’s accountability NAPD calculation.					

2: Separate Academic Indicator

State your *separate academic indicator* **Goal**

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 31.8% to 47% in the area of Science, from 72.1% to 78% in the area of Social Studies, and from 46.5% to 53% in the area of writing, by 2021 as measured by the state’s new accountability calculator.																															
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ol style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ol>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table> <tr> <th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr> <tr> <td>1A</td><td>8/18-5/19</td><td>Staff &amp; SBDM</td><td>No funding required</td></tr> <tr> <td>1B</td><td>8/18-5/19</td><td>Teachers &amp; Principal</td><td>No funding required</td></tr> <tr> <td>1C</td><td>9/18-5/19</td><td>Teachers</td><td>No funding required</td></tr> <tr> <td>1D</td><td>8/18-5/19</td><td>Teachers &amp; Principal</td><td>No funding required</td></tr> <tr> <td>1E</td><td>8/18-5/19</td><td>Teachers</td><td>No funding required</td></tr> <tr> <td>2A</td><td>8/18-6/19</td><td>Teachers, 21<sup>st</sup></td><td>21<sup>st</sup> CCLC</td></tr> </table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/18-5/19	Staff & SBDM	No funding required	1B	8/18-5/19	Teachers & Principal	No funding required	1C	9/18-5/19	Teachers	No funding required	1D	8/18-5/19	Teachers & Principal	No funding required	1E	8/18-5/19	Teachers	No funding required	2A	8/18-6/19	Teachers, 21 <sup>st</sup>	21 <sup>st</sup> CCLC
Strategy/Activity	Timeline	Person Responsible	Funding Source																												
1A	8/18-5/19	Staff & SBDM	No funding required																												
1B	8/18-5/19	Teachers & Principal	No funding required																												
1C	9/18-5/19	Teachers	No funding required																												
1D	8/18-5/19	Teachers & Principal	No funding required																												
1E	8/18-5/19	Teachers	No funding required																												
2A	8/18-6/19	Teachers, 21 <sup>st</sup>	21 <sup>st</sup> CCLC																												

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 31.8% to 47% in the area of Science, from 72.1% to 78% in the area of Social Studies, and from 46.5% to 53% in the area of writing, by 2021 as measured by the state’s new accountability calculator.

	<a href="#">Improvement Activities</a>			CCLC staff, Principal	funds
		2B	8/18-5/19	Teachers	Instructional & 21 <sup>st</sup> CCLC
		2C	8/18-5/19	Teachers	No funding required
		2D	On-going	Teachers, 21 <sup>st</sup> CCLC staff, & Principal	Instructional & 21 <sup>st</sup> CCLC
		3A	On-going	Teachers & Principal	No funding required
		4A	8/18-5/19	Teachers & Principal	No funding required

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of all students scoring at the Proficient/Distinguished level from 31.8% to 34% in Science; from 72.1% to 74% in Social Studies; and from 46.5% to 49% by 2019 as measured by the state’s new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and K-Prep	8/18—5/19  PLC and SBDM Minutes	See chart above
		B. Teachers will use scrimmage tests in the areas of Science, Social Studies, and Writing to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in science, social studies, and writing achievement, as evidenced by scrimmage results, Common Assessments, and K-Prep	8/18—5/19  Lesson Plans and Formal/Informal Observations	See chart above
		C. Teachers will collaborate with District Science Instructional Coach, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions.	Growth in student data as provided by IOWA, Common Assessments, classroom data, and K-Prep	9/2018—5/2019  PLC minutes and Data Notebooks	See chart above
		D. Teachers will collaborate with District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on K-Prep, as well as individual performance on formative and	8/2018—5/2019  Scrimmage Test results, Data	See above table

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 31.8% to 47% in the area of Science, from 72.1% to 78% in the area of Social Studies, and from 46.5% to 53% in the area of writing, by 2021 as measured by the state’s new accountability calculator.

			summative writing products	Notebooks, and PLC Minutes	
		E. Students will track their progress in writing, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. Students in 5 <sup>th</sup> and 6 <sup>th</sup> Grades, for example, will be presented with on-demand tasks that address situations encounter in and/or important to middle school aged students. These strategies will increase student engagement, self-awareness, and motivation.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	8/2018—5/2019  Data notebooks & Scrimmage Test Results	See above table
	2. Design, Align and Deliver Support	A. Teachers and principal will collaborate to design learning opportunities for the 21 <sup>st</sup> CCLC program to provide remediation, homework help, and enrichment in the area of Science, Technology, Engineering, Arts, and Math (STEAM) for all students through before-school, after-school, and summer school programs. The five themes of Social Studies and Writing tasks will be embedded in 21 <sup>st</sup> CCLC activities.	Growth & achievement, as measured by IOWA, Common Assessments, classroom data, and K-Prep	8/18—6/18  21 <sup>st</sup> CCLC Program offerings and attendance	See chart above
		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (A.R.), BrainPOP, and other digital resources in order to enhance instruction in Science, Social Studies, and Writing; increase student engagement; and provide more individualized instruction to all students.	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep and attendance in 21 <sup>st</sup> CCLC	8/18—5/19  Lesson Plans and Formal/Informal Observations	See chart above
		C. Teachers in accountability grades will administer Science, Social Studies, and Writing assessments in formats similar to K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Student performance on K-Prep, as well as individual performance on formative and summative products	8/2018—5/2019  Data notebooks and Scrimmage Test results	See above table
		D. 21 <sup>st</sup> CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, and K-Prep.	On-going  Data notebooks, K-Prep results	See chart above
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational	Student achievement and growth, as evidenced by classroom data, IOWA, and K-Prep; data from	On-going  Student data notebooks	See chart above

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 31.8% to 47% in the area of Science, from 72.1% to 78% in the area of Social Studies, and from 46.5% to 53% in the area of writing, by 2021 as measured by the state’s new accountability calculator.					
		progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Tell KY Survey		
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science, Social Studies, and Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with New Generation Science Standards, KY Academic Standards for Social Studies, and Common Core Writing Standards along with the district writing plan. Students will be provided differentiation to address their individualized needs. Teachers in all grade levels will incorporate the Ready Writer supplemental curriculum into writing activities along with the Wordly Wise supplemental resources.	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and K-Prep.	8/18—5/19 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, K-Prep results	See chart above (Striving Readers: Wordly Wise and IReady)

3: Gap  
State your Gap Goal

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the consolidated (GAP) group from 73.9% in 2018 to 80% by 2021 as measured by the state’s NAPD calculation.					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <p>7. <a href="#">KCWP 1: Design and Deploy Standards</a></p> <p>8. <a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p>9. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></p> <p>10. <a href="#">KCWP 4: Review, Analyze and Apply Data</a></p> <p>11. <a href="#">KCWP 5: Design, Align and Deliver Support</a></p> <p>12. <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></p>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li></ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Funding Source</b>
		1A	9/18-5/19	Teachers	MIT, RTA, STC grants
		1B	On-going	Teachers	Instructional
		1C	9/18-5/19	Teachers	MIT, RTA, STC grants
		2A	On-going	Teachers	Instructional, MIT, RTA, STC grants
		2B	On-going	Teachers	Instructional
		2C	On-going	Teachers & Principal	Instructional & 21 <sup>st</sup> CCLC

		<ul style="list-style-type: none"> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	2D	On-going	Teachers & Principal	Instructional & 21 <sup>st</sup> CCLC
			2E	On-going	21 <sup>st</sup> CCLC staff, FRC staff, teachers & principal	21 <sup>st</sup> CCLC funds & McKinney-Veto Grant/FRC
			3A	On-going	Teachers & Principal	No funding required
Objective	Strategy	Activities to deploy strategy	Measure of Success		Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math proficiency ratings for all students in the consolidated gap group from 73.9% in 2018 to 76% by 2019 as measured by the accountability calculator.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in RTA, MIT, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and STAR Reading results; RTA, MIT, & Title I schedules		9/2018—5/2019 Progress Reports and Data Sheets for students receiving services	See chart above
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP, STAR Reading, & AIMS Web Plus measures and data provided through progress monitoring		On-going Progress monitoring data	See chart above
		C. Teachers will collaborate with RTA, MIT, STC, Title I, and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep		9/2018—5/2019 PLC minutes and Progress monitoring data	See chart above
	2. Design, Align and Deliver Support	A. RTA, MIT, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep		On-going Student data notebooks and teacher schedules	See chart above
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum specialists, and instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep		On-going Lesson Plans, PLC minutes, and Formal/Informal observations	See chart above
		C. Technology will be integrated in all subject areas to provide	Student achievement and		On-going	See chart



		differentiation and increase student engagement. IXL, Study Island, Prodigy Math, River Deep, MyOn, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep.	Lesson Plans and Formal/Informal observations	above
		D. 21 <sup>st</sup> CCLC staff will collaborate with classroom teachers, RTA, MIT, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep.	On-going  MAP, STAR Reading, K-Prep results	See chart above
		E. Family Resource Center staff, along with 21 <sup>st</sup> CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going  Survey results and Sign-in sheets for 21 <sup>st</sup> CCLC, FRC, and school events	See chart above
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going  Student data notebooks	See chart above

5: Growth

State your *Growth* Goal

Goal 5: Increase the average combined reading and math growth in grades 4 <sup>th</sup> – 6 <sup>th</sup> from a growth indicator of 18.7% in 2018 to 24.7% by 2021.					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		<b>Strategy/</b>	<b>Timeline</b>	<b>Person</b>	<b>Funding</b>



Goal 5: Increase the average combined reading and math growth in grades 4 <sup>th</sup> – 6 <sup>th</sup> from a growth indicator of 18.7% in 2018 to 24.7% by 2021.					
<div>13. <a href="#">KCWP 1: Design and Deploy Standards</a></div> <div>14. <a href="#">KCWP 2: Design and Deliver Instruction</a></div> <div>15. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></div> <div>16. <a href="#">KCWP 4: Review, Analyze and Apply Data</a></div> <div>17. <a href="#">KCWP 5: Design, Align and Deliver Support</a></div> <div>18. <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></div>	<ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	<b>Activity</b>		<b>Responsible</b>	<b>Source</b>
		1A	8/18-5/19	Teachers	MIT grant
		1B	8/18-5/19	Teachers	MIT, RTA, STC grants
		1C	8/18-5/19	Teachers & Principal	Instructional & 21 <sup>st</sup> CCLC
		2A	8/18-5/19	Teachers	PD funds
		2B	8/18-5/19	Teachers	21 <sup>st</sup> CCLC, MIT, RTA, STC grants
		2C	8/18-5/19	Teachers	21 <sup>st</sup> CCLC grant funds
		3A	8/18-5/19	Teachers & Principal	No funding required
		Objective	Strategy	Activities to deploy strategy	Measure of Success
Objective 1: Increase the student growth percentile from the current score of 18.7% to 20.7% in 2019.	1. Design, Align and Deliver Support	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  Data notebooks and PLC minutes	See chart above
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  Data notebooks and PLC minutes	See chart above
		C. Teachers will use IXL, Prodigy Math, Study Island, Reading Eggs, MyOn, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, Renaissance Place, BrainPOP, Wordly Wise, Scholastic Magazines, Time for Kids, and River Deep to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  Program reports and Data notebooks	See chart above (Striving Readers: Wordly Wise, Scholastic Magazines, Time for Kids)

Goal 5: Increase the average combined reading and math growth in grades 4 <sup>th</sup> – 6 <sup>th</sup> from a growth indicator of 18.7% in 2018 to 24.7% by 2021.					
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  PLC minutes, Lesson Plans, and Data notebooks	See chart above
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, special education referral, or extended learning through the 21 <sup>st</sup> CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  Data notebooks and RTI/Referral notes	See chart above
		C. 21 <sup>st</sup> CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, IOWA, and K-Prep data will be used to identify instructional needs.	MAP, IOWA, K-Prep results, data notebooks, and PLC minutes	8/2018—5/2019  21 <sup>st</sup> CCLC program data	See chart above
	3. Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Scrimmage test results	12/2018—5/2019  Scrimmage test data and PLC minutes	See chart above
Objective 2:					

**6: Transition readiness**  
 State your *Transition readiness* **Goal**

Goal 6: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 83.5 to 89.5 in 2021.

<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <p>19. <a href="#">KCWP 1: Design and Deploy Standards</a></p> <p>20. <a href="#">KCWP 2: Design and Deliver Instruction</a></p> <p>21. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></p> <p>22. <a href="#">KCWP 4: Review, Analyze and Apply Data</a></p> <p>23. <a href="#">KCWP 5: Design, Align and Deliver Support</a></p> <p>24. <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></p>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/ Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/18-5/19</td><td>Teachers &amp; Principal</td><td>No funding required</td></tr><tr><td>1B</td><td>8/18-5/19</td><td>Teachers</td><td>Instructional &amp; 21<sup>st</sup> CCLC</td></tr><tr><td>1C</td><td>8/18-5/19</td><td>Teachers &amp; Principal</td><td>No funding required</td></tr><tr><td>2A</td><td>8/18-5/19</td><td>Teachers &amp; Principal</td><td>No funding required</td></tr><tr><td>2B</td><td>8/18-5/19</td><td>Teachers</td><td>No funding required</td></tr></table>	Strategy/ Activity	Timeline	Person Responsible	Funding Source	1A	8/18-5/19	Teachers & Principal	No funding required	1B	8/18-5/19	Teachers	Instructional & 21 <sup>st</sup> CCLC	1C	8/18-5/19	Teachers & Principal	No funding required	2A	8/18-5/19	Teachers & Principal	No funding required	2B	8/18-5/19	Teachers	No funding required
Strategy/ Activity	Timeline	Person Responsible	Funding Source																							
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2A	8/18-5/19	Teachers & Principal	No funding required																							
2B	8/18-5/19	Teachers	No funding required																							

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 83.5 to 85.5 in 2019.	1. Design and Deliver Instruction	A. Teachers in all grade levels will ensure that all core subjects are being taught at the optimal instructional level to promote success. Instruction will be aligned with common core curriculum, NGSS, and KY Academic Standards. Students will be provided differentiation to address their individualized needs.	Student performance on K-Prep, as well as individual performance on formative and summative assessments	8/2018—5/2019  Data notebooks, PLC minutes, and formal/informal observation	See above table
		B. Teachers in all grade levels will use digital content to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students. Teachers will collaborate with 21 <sup>st</sup> CCLC staff to further address individual strengths and weaknesses during after-school and summer school programs.	Student achievement on K-Prep, MAP, Common Assessments, Scrimmage Tests, classroom tasks, and reports from digital programs	8/2018—5/2019  Data notebooks, MAP data, and Scrimmage Test results	See above table
		C. Teachers in accountability grades will administer assessments and in formats similar to K-Prep in order to acclimate students to the rigor of the assessment. They will design Scrimmage Tests to evaluate student levels of student mastery in accountability areas and will use the results to analyze strengths and weaknesses, which will then be utilized to inform instruction.	Student performance on formative and summative assessments and Scrimmage Tests	8/2018—5/2019  Data notebooks, assessment data, and Scrimmage Test results	See above table

Goal 6: Increase the percentage of students who are transition ready by increasing the average proficiency and separate academic indicators from 83.5 to 89.5 in 2021.					
	2. Design, Align and Deliver Support  Review, Analyze and Apply Data	A. Teachers will collaborate with District Reading, Math, Science, and Writing Coaches to evaluate student performance on common assessments, LDC, MDC, TCT, CER, and Scrimmage tasks, analyze student strengths and weaknesses, and individualize instruction to maximize student performance.	Student performance on LDC, MDC, TCT, CER, tasks, common assessments, and Scrimmage Test results	8/2018—5/2019  Scrimmage Test results, assessment data and PLC Minutes	See above table (Striving Readers: LDC)
		B. Teachers will work with special education staff and interventionists to provide RTI for students at risk, as evidenced by MAP data, K-Prep data, or other universal screeners. Interventions will be provided to ensure all students have the opportunity to be successful.	Student performance on K-Prep, MAP Assessments, and universal screeners	8/2018—5/2019  K-Prep reports, MAP reports, and universal screener reports	See above table

**6: Other (optional)**  
State your *Other Goal* (optional)

Goal 6:		
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 25. <a href="#">KCWP 1: Design and Deploy Standards</a> 26. <a href="#">KCWP 2: Design and Deliver Instruction</a> 27. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> 28. <a href="#">KCWP 4: Review, Analyze and Apply Data</a> 29. <a href="#">KCWP 5: Design, Align and Deliver Support</a> 30. <a href="#">KCWP 6: Establishing Learning Culture and Environment</a>	Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement</a></li> </ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 6:

	<a href="#">Activities</a> <ul style="list-style-type: none"><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

## **2018-2019 Phase Three: Closing the Achievement Gap Diagnostic**

### **Phase Three: Closing the Achievement Gap Diagnostic**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 12/28/2018

Status: Locked

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Using the School Report Card, we analyzed trends in performance for all the groups identified as gap populations in our school, including: Students with Disabilities and Students Eligible for Free/Reduced Meals. The Achievement Gap Group spreadsheet is attached.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The school climate at Whitley County North Elementary is cordial, inviting, and supportive. When you walk onto our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members are cheerful and affable, students are happily engaged with peers and staff and are clearly treated with fairness and respect, and parents feel welcome and valued. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision. The quality of instruction is high, and educators model and nurture attitudes that emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. Because the gap group makes up 87% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley North makes it their top priority to meet the needs of all students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The gap that previously existed in the area of reading has been closed. The 2016-2017 K-Prep score in reading for all students was 72.6, a score that was only 0.2 of a point higher than the score for free/reduced students; however, students with disabilities scored 5.9 points lower. The 2017-2018 score of 80% of all students scoring at the P/D level is only 0.7% higher than students eligible for free/reduced meals; meanwhile, students with disabilities had a score of 85.4%, so there were 5.4% more of that gap group scoring at the P/D level. In the area of math, there was no gap for the 2016-2017 year, and the difference in scores for the 2017-2018 year is negligible with 65.9% of all students scoring P/D vs. 64.6% of free/reduced students and 70.7% of students with disabilities. There was a significant gap in the area of writing for the 2016-2017 school year with 60.3% of all students scoring at the P/D level while only 8.3% of students with disabilities scored at that level. There was no gap between all students and free/reduced students, as 62.5% of that group scored at the P/D level. That gap was successfully closed for the 2017-2018 assessment year, as 46.5% of all students, 45% of free/reduced students, and 46.2% of students with disabilities scored at the P/D level.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

WCNE successfully closed the gap which previously existed in the area of writing between all students and students with disabilities. The 2016-2017 writing scores reflected a 52% difference between all students scoring at the P/D level and students with disabilities scoring at that level; the 2017-2018 scores indicate a difference of 0.3 %. Also, the small gap that existed in the area of reading between all students and students with disabilities has been reversed, with 80% of all students scoring at the P/D level, while 85.4% of students with disabilities scored at that level. Likewise, the negligible gap in math between all students and students with disabilities (1.6% difference) was also reversed in the 2017-2018 scores, as students with disabilities scoring at the P/D level was actually 4.8% higher than all students scoring at that level.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Scores in science were not reported for the 2016-2017 year, so there is no way to track changes in performance; however, for the 2017-2018 year, a gap exists between the performance of all students scoring at the P/D level (31.8%) and students with disabilities scoring at the P/D level (20%). Students eligible for free/reduced meals scored 2.4% higher than all students, so no gap exists between those two groups.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Professional development will continue to be based on individual teacher needs as evidenced by certified evaluations, teachers' self-reflections, and professional growth plans. All teachers will be encouraged to participate in job-embedded professional development sessions in the areas of science and writing, as those areas have scores below the district average for all students as well as for gap groups. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help; after-school homework help, tutoring, and enrichment services; and summer school. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address deficiencies and advance strengths. Another after-school program has been added to specifically focus on STEAM (Science, Technology, Engineering, Arts, and Math) to supplement the programs with STEM components embedded into broader content. The District Writing Specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team teaching opportunities to special education classes during pull-out sessions. The District Science Instructional Leader will also be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during science activities.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, IOWA, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. The past couple years we provided rewards for perfect attendance at the end of each grading period; however, this year, we have begun rewarding students mid-way through the grading period to provide further incentive for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school. Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Our pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. Our Kindergarten

teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and Kindergarten, many of our students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in preschool as having a developmental delay receive intervention services, as do students in Kindergarten who continue to perform below grade level. We will continue these interventions and continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century grant.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Our school has a unique process designed to involve teachers, leaders, and other stakeholders in the development and revision of the CSIP as well as to monitor its progress in meeting our goal of closing the achievement gap. Teachers, leaders and other stakeholders meet in weekly PLC meetings to disaggregate data from universal screeners, classroom formative and summative assessments, common assessments, and other types of data. The data is used to identify gaps in instruction and individual student needs to plan instruction and programming, and to identify students in need of differentiation. All plans to close the achievement gap is then shared with the SBDM. The ultimate goal of our SBDM Council is to enhance student achievement by developing policies that contribute either directly or indirectly to accomplishing our mission of improving teaching and learning at our school, which will in turn improve student achievement and success. The CSIP provides a focus for the school community in its combined efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the processes adhere to the school's Committee By-laws as described in the CSIP's Executive Summary. Committees are to be responsible for the following:

- Reviewing and analyzing assessment data when it becomes available, identifying needs and causes, and recommending changes in programs and strategies when needed
- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment
- Developing and revising the CSIP, including identifying funding sources and professional development needs
- Reporting twice per year on the progress of implementation of the plan to the SBDM Council through the implementation and impact checks

The CSIP is then sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

\*Increase the percentage of students with disabilities scoring at the Proficient/Distinguished level in the area of Science from 20% to 30%.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Strategies chosen to address the gap goal include Design, Align, and Deliver Support and Design and Deploy Standards. The activities are delineated on the attached summary sheet.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Spreadsheet 2018-2019	Achievement Gap Group Spreadsheet	III
 Closing the Achievement Gap Summary Spreadsheet 2018-2019	Completed template of Closing the Achievement Gap Summary Spreadsheet	III

Gap Group/Total number of students	Percentage of Total School Population
Students Eligible for Free/Reduced Meals 164	88.60%
Students with IEPs (Disabilities) 41	22.20%



Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase percentage of students with disabilities scoring at the P/D level in the area of science from 20% to 30% for the 2018-2019 assessment year.	* Design, align, and deliver support processes with sub-group focus. *Design and deploy standards.	* Teachers will collaborate to identify individual and group weaknesses in science and reading. * Teachers will ensure that lessons are aligned with NGSS standards and that science is being taught at optimal levels with high expectations for all students. *Teachers will utilize technology such as IXL Science, Study Island, and BrainPop to provide differentiation and increase student engagement in Science. * 21st CCLC programming will include STEAM programming. *All teachers will collaborate with District Science Specialist to model instructional strategies, identify resources, team-teach, and analyze student science products	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student products, use of rubrics and student growth goals, and semester test scrimmages	No additional funding is necessary

## **2018-2019 Phase Three: Title I Annual Review**

### **Phase Three: Title I Annual Review**

#### **Whitley County North Elementary School**

Larry Brown  
6670 Hwy 26  
Rockholds, Kentucky, 40759  
United States of America

Last Modified: 03/29/2019

Status: Locked



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## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Using K-PREP, IOWA, NWEA MAP, STAR Reading, STAR Early Literacy assessment results, Brigrance data, Tell KY survey results, and certified evaluation data, Whitley County North Elementary conducted its annual Needs Assessment. According to the 2017-2018 K-Prep Assessment Results, 80% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 71.4% of district students and 54.6% of state students. In Math, 65.9% of WCNE students scored at the Proficient/Distinguished level, as compared to 64.8% at the district level and 48.8% at the state level. Similarly, 65.4% of the WCNE Consolidated Student Group scored at the P/D level, compared to 74% of district students and 33.3% of state students. In the area of Social Studies, 72.1% of WCNE students scored at the P/D level, as compared to 66.7% of district students and 53% of state students. 46.5% of WCNE students scored at the P/D level in Writing, as compared to 56.5% of district students and 40% of state students. In the area of Science, 31.8% of WCNE students scored at the P/D, as compared to 45.5% of district students and 30.8% of state students. While our performance levels increased in Reading (P/D scores increased by 7.4%), other areas did not. Math P/D scores decreased by 0.1%, Social Studies P/D decreased by 12.4%, and Writing P/D decreased by 13.7%. Students in the Consolidated (Gap) Math group increased the rate of P/D scores by 0.9%, and the number of students scoring Novice in that group declined by 0.5%. Based on analysis of the 2017-2018 K-Prep Assessment, a primary concern is 4th grade Science, as only 31.8% of our students are at the Proficient/Distinguished level, while the district percentage is 45.5%. Writing is another concern, with only 46.5% of our students scoring at the Proficient/Distinguished level, while the district average is 56.5%. This reflects a decrease of 13.7% from the 2016-2017 school year. Another concern is math performance at the 3rd grade level as 19.2% of students taking the 3rd grade math test scored at the Novice level as compared to 5.9% of all students at WCNE. Finally, while our social studies scores are above the district (66.7% P/D) and state (53% P/D) averages, our 2017-2018 score (72.1% P/D) is a 12.4% decline from the 2016-2017 academic year, and we will, therefore, be analyzing our social studies program to examine possible causation factors. Another area of concern uncovered through our data analysis is gaps in achievement between various populations. An achievement gap continues to exist in performance between girls and boys. For the 2016-2017 school year, boys scoring Proficient/Distinguished outnumbered girls in both Math (by 10.4%) and in Reading (by 14.4%); for the 2017-2018 school year, boys outnumbered girls in scoring P/D in Math (by 8.7%) but girls outnumbered boys in scoring P/D in Reading (by 1.4%). In science, boys scoring P/D outnumbered girls scoring P/D by 25.6%, while in Social Studies, girls scoring P/D outnumbered boys scoring P/D by 19.3%. Girls also continued to outscore boys scoring P/D in the area of writing by 13.1%. Another gap which we will address is the gap in Science between the consolidated gap group (18.2% P/D) and the non-consolidated gap group (36.4%).

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funds have been and will continue to be used to reduce class sizes by funding the salaries of three additional teachers. Smaller class sizes and the use of MIT, RTA, and Title I teachers to pull at-risk students, while classroom teachers work with students in small groups allow for greater differentiation to address individual strengths and weaknesses. Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the areas of Reading (54.5% in 2014, 60.3% in 2015, 72.6% in 2016 and 80% in 2017), Math (41.2%, 50%, 66%, and 65.9% in 2017), Writing (26.2%, 35.5%, 60.3%, and 46.5% in 2017). In Social Studies, WCNE consistently scores above both the district and the state (2017 WCNE 72.1%, District 66.7%, State 53%; 2016 WCNE 84.5%, District 74.1%, State 60%; 2015 WCNE 69.2%, District 65.3%, State 57.7%; 2014 WCNE 77.8%, District 67.9%, 60.6%). Therefore, achievement scores show only positive trends in the areas in which Title I services are offered and indicate that the expenditure of Title I funding has been successful. Reduced class size will continue to be one of the strategies used to address content area priorities. MAP growth scores also support the effectiveness of current Title I strategies, as students show growth in Math, Reading, and Language from the beginning of the year benchmark to the end, and STAR Assessment results show measurable gains in instructional reading levels from the beginning of the year to the end of the year. Brigance data supports the need for smaller class sizes, as only 26.3% of our Kindergarten students were classified as having the skills necessary to be successful in Kindergarten.

### **ATTACHMENTS**

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## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Family engagement activities are supported by Title I funds insofar as the personnel made possible by said funds are instrumental in providing those activities. Also, Title I funds assist in paying for materials and snacks used during family engagement activities. For example, 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. Staff assists in providing Open-House and Parent-Teacher Conference opportunities. All 21st CCLC staff is made up of regular daytime and Title I staff, and they facilitate parent activities in conjunction with and as a part of the after-school program. Activities are designed to help parents be active participants in their child's education as well as to assist them in providing stable social, emotional, and physically safe environments for themselves and their children. One of the goals of our school has been to increase family involvement in their children's education through these activities and programs, and attendance is gradually increasing. Another way WCNE encourages family engagement is through the PAVE program. 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. According to the KY TELL Survey, it appears parents are well informed of student achievement and events with 87% of teachers agreeing that the school is supported by the community.

### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

To encourage more parental involvement in Family Math and Reading nights, the new District Ed News Website will be utilized along with Whitley North's new Facebook page. Also, newsletters will be sent home monthly to all Kindergarten and 1st Grade parents sharing targeted math activities parents can do with their children.

### ATTACHMENTS

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## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

K-PREP, IOWA, NWEA MAP, STAR. STAR Early Literacy assessment results, Brigance data, Tell KY Survey, and TPGES data was used to evaluate the schoolwide Title I program. Following the release of the K-Prep Assessment school report card link, and a disaggregation template designed to assist with organizing K-Prep, IOWA, and Brigance data. Each team completes the first round of data analysis and presents their findings to others. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal assessments: MAP Assessments, STAR Reading, grade level common assessments, and other pieces of relevant data. with continued close monitoring of areas of concern. This continued monitoring generally occurs during PLC meetings, which are documented in PLC minutes and used to made adjustments to programs.

### ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The support systems, procedures, and protocols that are firmly in place for at-risk students has been most effective in student achievement. Because of teachers' knowledge of various interventions, protocols and strategies, interventions are quickly assigned once a student's needs have been identified. The expertise of program managers can assist in effectively matching the most appropriate intervention and recommend benchmark assessments. As student progress is analyzed against the intervention they received data-based decisions can be made throughout the intervention period. One area in need of attention is monitoring the integrity of the implementation of an intervention. Tier I and Tier II interventions can be implemented within the classroom and/or in a resource setting by a certified teacher or a paraprofessional. Several factors could influence the effectiveness of an intervention's implementation. In order to determine an intervention's effectiveness valid data is critical.

### ATTACHMENTS

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Interventions and programs will continue as currently implemented. However, more emphasis will be placed on writing and science integration with more funds being spent on supplemental materials aligned to New Generation Science Standards and Common Core. Third Grade math students will continue to be provided more intensive services, as the reduction in the number of novice scores for the 2017-2018 assessment period proves the effectiveness of this strategy.

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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