



KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Location & Brief History:

Whitley County East Elementary School is located on Kentucky State Highway 92E in the easternmost corner of Whitley County, Kentucky, in the southeastern part of our great Commonwealth. Our community is somewhat remote by most standards, and serves a broad but rural, mountainous area. Poverty is an obstacle our community faces, but we refuse to let the implications of poverty define us. Our school prides itself on its sense of history and community; many of our students are direct descendants of the early pioneers to travel through the Cumberland Gap. We are presently in our ninth consecutive year of operation, opening our doors in September of 2007 upon the consolidation of two excellent elementary schools, which Nevisdale and Poplar Creek Elementary, which had served the community for many decades prior to the inception of Whitley County East Elementary.

Our Faculty and Staff:

At this present time, there are eleven kindergarten through grade six teachers and homerooms with two hundred thirty-five enrolled students. In addition, we have an excellent preschool program, with two Interdisciplinary Early Childhood Education (IECE) teachers who serve another twenty-eight students, bringing our present enrollment to two hundred fifty-three overall. We are fortunate to also have a very strong Math and Reading Intervention Team comprised of specially training math and reading specialist teachers. There are also three exceptional needs educators who work closely with other faculty in collaborative co-teaching and resource settings to meet the diverse learning needs of all students. We have one full time media specialist, who also teaches practical living and career studies skills to our student, and one Arts & Humanities/Physical Education Teacher who instructs our students in those areas. These teachers also collaborate with other faculty and staff to coordinate special events for our students in the school. We have one full time Family Resource Coordinator who works very hard to reduce non-cognitive barriers to student learning, six full time instructional assistants, one each itinerant Speech/Language Therapist, School Nurse, Occupational Therapist, and Physical Therapist. There is one cafeteria clerk, one cafeteria manager, three full time cooks, and three custodians that keep our learning environment clean and in good repair. Our school partners with our local mental health agency, Cumberland River Comprehensive Care to place two full time school based counselors in our building, and one assistant. Our school is served by eight excellent bus drivers and bus aides who do a great job of transporting our students to and from school and on field learning trips and competitions. Most of our staff wear multiple figurative hats, and volunteer to coach teams or coordinate special events at our school. There is one attendance clerk, one secretary, and one principal to round out the faculty and staff roster, all of whom are dedicated to the task of providing our students with a strong work ethic, a good moral compass, and the best educational opportunities we can deliver to our community. Finally, our faculty and staff work closely with other district employees and leaders, as well as community members to support our students.

School Culture:

Whitley County East Elementary School has a school wide Title I program, and at present 89% of our students qualify for either free or reduced breakfast and lunch. At present, large sections of our students are in the care of relatives other than their birth parents, such as

grandparents or even great grandparents. We have a very active Parent and Teacher Organization, as well as Parents As Volunteer Educator program, which brings parents into the classroom and school to support student learning and the Common Core. Our school is rich in technology and determination; students have the opportunity to be engaged in learning from the time many of them arrive at seven a.m. until they time they leave to go home in the afternoon. We have active and enriching before and afterschool tutoring sessions, which provide not only content enrichment but also opportunities for students to participate in various clubs and special interest activities, such as coding, photography/scrapbooking, technology, cooking, sewing, archery, book and math clubs. Our faculty and staff have very high expectations for our students; we firmly believe that education is critical to the future of our community. Our school analyzes all available data, including benchmark testing to make instruction decisions using a rigorous vertically and horizontally aligned curriculum. Our faculty realizes that behind every score is a child and vice versa. We know both, and often the story and circumstances surrounding the child. When our students achieve, we all do, and we celebrate many important milestones with our students, such as attainment of Eager or Independent Reader, attainment of math automaticity, honor roll, and curriculum advancement.

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.

The mission of Whitley County East Elementary School is to provide and cultivate an environment in which all students are expected to achieve at high levels. Our school motto is: "Whitley County East Elementary School: Where Kids Come First!" and we mean it with all sincerity. The driving force behind our administration, faculty, and staff is that we want to provide our students with the opportunity to develop a good work ethic and a good moral compass, while providing as much rich, relevant instruction as possible. When our students are successful, all of us are. Our curriculum is tightly and rigorously aligned with state and national standards from the Common Core. We employ a wide array of research-proven instructional strategies and methods for each grade level and classroom. In addition to the core subjects of math, reading, language arts, social studies, and science, our students receive instruction in Arts & Humanities, Practical Living/Career Studies, Writing and World Languages. We document and demonstrate our efforts in those areas as well as K-3 in the five different program reviews. We often employ further resources to enrich our instruction and help our students make connects to their required content. Our curriculum helps to develop creativity, independent thinking, social well-being, and citizenship. Each child we teach is a unique individual, and we pride ourselves as a staff on meeting their learning needs and holding to a high academic standard. We want each student to fulfill her or his highest academic and social potential, so that they may better prepare for their future roles. We also offer the opportunity for all children to participate in various extracurricular activities, which includes girls' and boys' basketball, cheerleading, academic team, Governor's Cup, Future Problem Solving, PRIDE club, girls' and boys' soccer teams, football, little league, and off campus wrestling and volleyball. We have an active school choir that performs at many functions, such as during school assemblies and plays.

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 past several years, Whitley County East Elementary School has achieved several landmark accomplishments. For the fourth straight year, our school enjoys classification of "Distinguished." Notable this year, we maintained our "Distinguished" school status, scoring overall at the 98th percentile. Statistically, we are currently ranked for 2014-2015 at 65th/712 other elementary schools in the Commonwealth overall, which is down from 12/720 in 2013-2014, 79/720 in 2012-13, and 47/711 for 2011-12. However, for the past four years, we have maintained a position in the top 100 of other schools in our category.

Our school is noted to have exceeded, met, or been comparative to both district and state delivery targets for all subjects at this time. Along with other elementary schools, we ranked 1st out of 712 in the subject area of social studies for the fourth consecutive year. Our rank in writing was 11th out of 712. Our program review scores were reported to be in the top half when compared to other elementary schools in our category, and have maintained a three year consistency trend. Data shows that our school scored strongly on the four accountable program reviews last year by carefully planning and documenting our instruction and artifacts. Further support of our programs' effectiveness was the winning of several regional awards by our students, faculty and staff. Specifically, one of our fourth grade students received second place in a district 4-H contest regarding the importance of honey bees. Our webpage won an OASIS award in the category of proficient this past year, and our fifth and sixth grade boys' basketball team won the District Championship last spring. Our faculty and staff are receiving honors as well; our FRYSC Director was recently nominated and received an "above and beyond" award at the district level this past fall.

Whitley County East Elementary School still has many areas that require our attention and warrant focus. We want to continue to have a strong showing in the various program reviews, and be very deliberate in our reading and math instruction by implementing a rigorous and aligned common core rich curriculum. Data analysis reveals that while we maintained our Distinguished classification, our reading and math scores slipped, to 162/712 in reading and 235/712 in math. New cut scores for the 2015 spring KPREP caused many of our students to miss proficient classification by 3, 2, or even 1 point. Reading and math have a "triple threat" accountability, being in the categories of achievement, gap, and growth. In a school with our size of population, each and every is significant. This year, we must make gains in Reading and Math. To accomplish this goal, we plan to reduce potential novice scores through careful and deliberate data analysis, and using benchmark MAP testing to guide our instruction and intervention, so that is more focused and deliberate, driven by student instructional need. We will have a mindset of growth, and our guiding question will be how we can move each child forward so that they have mastered the standards and skills they need to be successful. In addition, our student population has a high number of transient students who are new to our school and for whom we must ensure that their learning needs are being met. Finally, we want to use our PLC time to plan data-driven, deliberate instruction in a challenging and supportive way that strives to meet the needs of every learner in our school.

Additional Information

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

Whitley County East Elementary School strives to provide an outstanding learning environment for the students who attend here. The elementary years are a very special time, when the foundations are laid, and habits, good or bad can become life-long mannerisms that can open doors of opportunity for students and set them on the path to becoming successful, productive members of society. Academic success is vital; however, it is simply one facet of the whole child. Our staff is very sensitive to the atmosphere of the school, and its place of importance in the community. The school functions as a center for education, but also serves the role as a community center. We are very cognizant of the fact that Whitley County East is both a physical, social, and cultural landmark in every sense of the word; we realize how important this state of art facility on its beautiful forty-plus acre campus is to this area. Indeed, it is a focal point in our rural community. We have a wide variety of curricular and extracurricular activities for our students. All of this feeds into community pride and student motivation, which are two variables that are hard to control. However, in this small, rural Appalachian school, a strong sense of community does exist. Many students develop close mentoring relationships with faculty and staff, which encourages a strong sense of community and for many also encourages the development of a good moral compass. Our doors are open forty-five minutes before the regular academic day begins. During that time, students and staff eat breakfast, visit the library to read, socialize, interact, receive academic help, engage in on-line learning programs that support classroom lessons, or meet in clubs, such as PRIDE. 21st Century CCLC funded after school and before school focused tutoring and club sessions meet regularly to further support our students. Work ethics grow, confidence builds as skills do, and students find success, which leads to a sense of accomplishment as well as satisfaction, as demonstrated by scores that are at or above the state and district averages at this time.

Whitley County East Elementary School, 2015-16 Goals and Plan

Overview

Plan Name

Whitley County East Elementary School, 2015-16 Goals and Plan

Plan Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 54.1% in 2015 to 80% in 2019.	Objectives: 1 Strategies: 8 Activities: 13	Organizational	\$61500
2	Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.	Objectives: 1 Strategies: 6 Activities: 11	Organizational	\$17000
3	Utilize the TELL survey is to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90% to 92% who think that WCEES is a good place to work and learn.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
5	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
6	In September, 2016, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase from 40.7% ready to 50% or more kindergarten ready.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 54.1% in 2015 to 80% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54.1% to 68% by 06/30/2016 as measured by KPREP delivery target..

Strategy 1:

Parental Involvement - Measures are taken to make certain that parents/guardians are provided ample opportunities to take part in their child's education. Parent involvement will foster a team effort that will allow for the school to maintain a strong support system made up of family and school personnel working together to ensure students receive the best education possible.

Category: Learning Systems

Activity - Family Reading/Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students educational processes. Math and Reading Interventionists create interesting activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0	No Funding Required	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches.
Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0	No Funding Required	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal
Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and share resources.	Community Engagement	08/17/2015	06/30/2016	\$0	No Funding Required	FRC, PAVE Volunteers, Faculty Volunteers, Principal
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Strategy 2:

Progress Monitoring - Student performance on state and national assessments as well as classroom and individual student benchmark performance, is constantly being reviewed by classroom teachers and building level administrators in Professional Learning Communities.

Category: Continuous Improvement

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, and SBDM council review student performance data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, SBDMC, Teachers

Strategy 3:

Curriculum and Assessment Alignment - Student progress will be benchmarked several times throughout the course of the year in Reading and Math using MAP assessment, and Renaissance Place STAR tests.

Category: Continuous Improvement

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Other	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, SBDMC

Strategy 4:

Reading/Math Classroom Instruction - Reading/Math classroom instruction will include, but not be limited to, Common Core, standards. Math instruction will be delivered using the GO Math adopted textbooks. Special Needs students will be supplemented with the Envision Math Textbook series. Reading instruction will be delivered via Journeys Curriculum. Special Needs Reading may be delivered according to need, and use SRA Corrective Reading, RAVE-O, or Read Well. All students will, under teacher direction further be supported by utilizing resources from www.readworks.org, www.ixl.com, www.morestarfall.com, and/or www.spellingcity.com

Category: Learning Systems

Activity - Reading Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites www.readworks.org . and www.spellingcity.com	Direct Instruction	08/17/2015	06/30/2016	\$5000	General Fund	Classroom Teachers, Principal
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Activity - Math Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math classroom instruction will include: content vocabulary studies, fluency and automaticity strategies, Scholastic magazine and coordinating activities, as well as interactive math strategies including the use of technology and the website www.ixl.com and constructed responses.	Other	08/17/2015	06/30/2016	\$0	Other	Classroom Teachers, Principal

Strategy 5:

Early Reading/Math Intervention - Early Reading & Math Intervention skills will improve reading skills and promote higher achievement, student skill attainment, and improved tests scores.

Category: Early Learning

Activity - Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been targeted through the use of universal screeners, benchmark testing, and state assessment results, will be eligible to receive reading intervention. The reading intervention teacher will work with students in a small group/1 on 1 setting in order to promote progress in literacy.	Direct Instruction	08/17/2015	06/30/2016	\$30000	Other	RTA/Reading Recovery Teacher, Principal

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction	08/17/2015	06/30/2016	\$20000	Math Achievement Fund	MAF teacher, Principal

Strategy 6:

Technology Based Strategies - Teachers will integrate technology into everyday instruction, and specifically: www.ixl.com, www.readworks.org, www.spellingcity.com, and www.morestarfall.com, as appropriate to learning group.

Category: Other - Auxiliary Instruction

Activity - Technology Integrated Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, , Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/17/2015	06/30/2016	\$1500	General Fund	Classroom Teachers, Principal
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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers, Principal

Strategy 7:

Best Practice - Students who continuously score below grade level in math and reading on universal screeners (ie; MAPS, STAR, AIMS Web testing) will receive intervention strategies that are research-based and are matched according individual student needs, with parents being notified of the intervention and its results/effectiveness on an on-going basis.

Category: Learning Systems

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers, Principal

Strategy 8:

Classroom Use of Supplemental Resources - Supplemental resources will be used in conjunction with classroom instruction in order to provide better coverage of the common core, as well as individualization according to lexile and quantile ranges. These will include www.readworks.org and www.ixl.com as well as various focus practice books from such suppliers as triumph learning and coach.

Category: Other - Auxiliary Supports

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
River Deep, Study Island, KET Encyclomedia, Reading/Math Coach, Buckle Down, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, www.readworks.org & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction	08/17/2015	06/30/2016	\$5000	General Fund	Classroom Teachers, Principal

Goal 2: Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Curriculum Assessment and Alignment - Grade level team members will analyze curriculum, student progress, best practices, and teaching strategies in order to make adjustments to classroom techniques.

Category: Learning Systems

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/17/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers, and Principal
Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, discuss classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/17/2015	06/30/2016	\$0	No Funding Required	Building teachers, Principal
Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal

Strategy 2:

Program Review - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living, Fine Arts. Writing, K-3 instruction, and World Languages, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in Arts & Humanities, Practical Living/Career Studies, Writing instruction, K-3, & World Languages. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.
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Strategy 3:

After School/Morning Tutoring - Students will utilize the Extended School Services program to receive enrichment style activities in order to increase and optimize achievement levels.

Category: Integrated Methods for Learning

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive enrichment within the 21st Century after school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	09/08/2015	06/30/2016	\$15000	Other	Teachers, Principal

Strategy 4:

Technology Based Instruction - Students' content knowledge and success on assessments will increase through the use of technology based instruction.

Category: Learning Systems

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/17/2015	06/30/2016	\$0	No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

Strategy 5:

Professional Development - Teachers will be provided professional development opportunities to enhance reading/math knowledge and strategies.

Category: Professional Learning & Support

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify gaps in literacy and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/17/2015	06/30/2016	\$1500	General Fund	Principal, Teachers, SBDMC and WCBOE
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Strategy 6:

School Readiness - Identify early childhood providers (e.g., preschool, Head Start, Child Care, First Steps, HANDS, etc), families and community members to ensure that all children experience effective transitions to school entry.

Category: Early Learning

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - ELLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	06/30/2016	\$500	Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

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Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/17/2015	06/30/2016	\$0	No Funding Required	KG teachers, KG instructional assistants, Principal

Goal 3: Utilize the TELL survey is to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90% to 92% who think that WCEES is a good place to work and learn.

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 06/30/2015 as measured by the TELL Survey that our school is a good place to work and learn.

Strategy 1:

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

Category: Other - Faculty survey

Activity - TELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building level certified staff will participate in the 2015 TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Certified Faculty

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

Measurable Objective 1:

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

Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

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Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administrators

Strategy 2:

Formative Assessment Review - PLCs will meet, disaggregate, and utilize MAP assessment data to drive instruction and supporting classroom activities for students K-6.

Category: Learning Systems

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, teachers, District Level Specialists

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring, Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Classroom Teachers
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Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

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

Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administrators

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Strategy 2:

Formative Assessment Review - Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.

Category: Continuous Improvement

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring, Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers

Goal 6: In September, 2016, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase from 40.7% ready to 50% or more kindergarten ready.

Measurable Objective 1:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in English Language Arts by 09/30/2016 as measured by Brigance Screener.

(shared) Strategy 1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	No Funding Required	Principal, preschool teachers, KG teachers, FRC director

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Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	No Funding Required	Preschool teachers, Kindergarten Teachers

Measurable Objective 2:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in Mathematics by 09/30/2016 as measured by performance on the the 2016 kindergarten screener.

(shared) Strategy 1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	No Funding Required	Preschool teachers, Kindergarten Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Resources	River Deep, Study Island, KET Encyclomedia, Reading/Math Coach, Buckle Down, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, www.readworks.org & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction	08/17/2015	06/30/2016	\$5000	Classroom Teachers, Principal
Technology Integrated Classroom Management	Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, , Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/17/2015	06/30/2016	\$1500	Classroom Teachers, Principal
Professional Growth and Improvement	Identify gaps in literacy and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/17/2015	06/30/2016	\$1500	Principal, Teachers, SBDMC and WCBOE
Reading Classroom Instruction	Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites www.readworks.org. and www.spellingcity.com	Direct Instruction	08/17/2015	06/30/2016	\$5000	Classroom Teachers, Principal
Total					\$13000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ELLN	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	06/30/2016	\$500	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
Reading Intervention Programs	Students that have been targeted through the use of universal screeners, benchmark testing, and state assessment results, will be eligible to receive reading intervention. The reading intervention teacher will work with students in a small group/1 on 1 setting in order to promote progress in literacy.	Direct Instruction	08/17/2015	06/30/2016	\$30000	RTA/Reading Recovery Teacher, Principal
Math Classroom Instruction	Math classroom instruction will include: content vocabulary studies, fluency and automaticity strategies, Scholastic magazine and coordinating activities, as well as interactive math strategies including the use of technology and the website www.ixl.com and constructed responses.	Other	08/17/2015	06/30/2016	\$0	Classroom Teachers, Principal
Tutoring	Students will receive enrichment within the 21st Century after school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	09/08/2015	06/30/2016	\$15000	Teachers, Principal
Total					\$45500	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Programs	Direct instruction small group math intervention programs.	Direct Instruction	08/17/2015	06/30/2016	\$20000	MAF teacher, Principal
Total					\$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Faculty Meetings	Teachers will participate in teacher meetings that are designed to discuss testing data, discuss classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/17/2015	06/30/2016	\$0	Building teachers, Principal

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Highly Qualified Professional Development	Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
PLC Data Analysis	Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, teachers, District Level Specialists
Intervention	Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/17/2015	06/30/2016	\$0	Classroom Teachers, Principal
PLC Data Analysis	Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Teachers
Accelerated Reader	Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/17/2015	06/30/2016	\$0	Classroom Teachers, Principal
Brigance	All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/17/2015	06/30/2016	\$0	KG teachers, KG instructional assistants, Principal
Gather Information for Successful Transition	Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/17/2015	06/30/2016	\$0	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC
Highly Qualified Report	Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Family Reading/Math Nights	Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students educational processes. Math and Reading Interventionists create interesting activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches.
Analyzing Data	Teachers, administrators, and SBDM council review student performance data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels.	Policy and Process	08/17/2015	06/30/2016	\$0	Principal, SBDMC, Teachers

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Community Outreach	Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	Principal, preschool teachers, KG teachers, FRC director
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council
Content Specific Vocabulary	Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Principal
Highly Qualified Report	Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administrators
Benchmark Assessment	Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Other	08/17/2015	06/30/2016	\$0	Principal, Teachers, SBDMC
Scrimmage Testing	Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring, Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Classroom Teachers
Community Involvement	Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Community Engagement, Parent Involvement	01/04/2016	06/30/2016	\$0	Preschool teachers, Kindergarten Teachers

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Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administrators
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
Program Review	Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in Arts & Humanities, Practical Living/Career Studies, Writing instruction, K-3, & World Languages. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.
Technology Integration	Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/17/2015	06/30/2016	\$0	Computer Lab Instructional Assistant, Teachers, Principal
Professional Learning Communities (PLC)	Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/17/2015	06/30/2016	\$0	Classroom Teachers, and Principal
Analyze Dial-4 Data	Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/17/2015	06/30/2016	\$0	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
Scrimmage Testing	Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring, Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Teachers
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council

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Parent Workshops	FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and share resources.	Community Engagement	08/17/2015	06/30/2016	\$0	FRC, PAVE Volunteers, Faculty Volunteers, Principal
TELL	All building level certified staff will participate in the 2015 TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2015	06/30/2016	\$0	Certified Faculty
Total					\$0	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Whitley County East Elementary Data Analysis, Questions and Process:

As part of our annual data review process, Whitley County East Elementary School received and analyzed a wealth of information from a variety of sources over the past year. Faculty and staff reviewed the data, which will guide and inform our instructional practices for the upcoming year. In doing so, we were looking for the following information from our data:

1. How well did our students perform in relation to their peers across the district and state?
2. Did our gap groups/sub groups perform in a manner commensurate with the whole group, as well as district and state comparisons?
3. What are areas of strength and weakness in our curriculum based on the data?
4. How may we use non-academic indicators to improve student performance?
5. What trends exist in the data that could help us inform our instructional decisions more effectively?

Among the valuable data sources reviewed were:

1. Kentucky Performance Rating for Educational Progress (KPREP) for our students in grades 3-6 and the 2014-2015 School Report Card
2. Program Reviews for our Writing, Arts & Humanities, K-3, and Practical Living/Career Studies Programs
4. Brigance Screener for Pre-K and other students entering KG, IOWA Assessment for K-2
5. Important Non-Academic Indicators, such as: Average Daily Attendance Rates, Free and Reduced Lunch Status, TELL survey, and building level surveys of staff, parent, and student involvement
6. Measures of Academic Progress Benchmark (MAP) assessments for fall, 2015
7. Review of the 2014-2015 Consolidated School Improvement Plan

This valuable information helped our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as helping us to analyze trends across the past three data cycles, in order to understand potential future implications and trends for our school, as well as the rigor of our instructional practices and curriculum. As the data was available, it was discussed and analyzed in faculty meetings, in PLCs, and by the SBDMC leadership and designated committees. Special days were set up to review all of the data in data disaggregation teams during scheduled Early Release Days and Professional Development days, and then followed up during PLC time. Moreover, the building level staff collaborated with district level staff to further analyze the data and consider its significance in ongoing PLCs.

What Did the Data Reveal?

KPREP Data:

Upon receipt of our KPREP and IOWA data at the end of the embargo period, faculty met and discussed the information in faculty meetings and Professional Learning Committees, which further disaggregated the data into grade level and to the individual student levels across all grade and subject areas by PLCs. This data was then communicated to our Site-Based Decision Making Council, and to parents/guardians
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and students at scheduled parent-teacher conferences. Plans were formulated to immediately assist the population of students who were not performing well as compared to peers and to support students who were performing well to ensure that they progress as well, including support in the classroom and in before and after school tutoring programs, across grade levels from Kindergarten through sixth grade.

KPREP:

Whitley County East Elementary School was not in a rewards and assistance category for the 2014-2015 cycle. However, our school classification was revealed by the accountability data to be "Distinguished." KPREP data revealed an overall performance at the ninety-eighth percentile, and ranking our school 65th out of 712 other elementary schools in our category in the state, with an index of 78.3. Without our program reviews factored in, we were ranked at 86th. We were noted to have not met our 2015 Annual Measurable Objective. Our individual subject rankings are as follows for grades 3-6:

Reading, 162 out of 712

Math, 235 out of 712

Social Studies, 1 out of 712

Writing 11 out of 712

Language Mechanics, 267 out of 712

In addition, our fourth graders took the science NRT and 48% of our students scored at the fiftieth percentile or above, although science was not considered as part of our overall accountability due to the pending adoption of the new Common Core Standards for science. We have enjoyed an overall ranking in the top 100 of 700 plus elementary schools for the past three consecutive years.

Three-Year Trends for KPREP, Achievement Points:

For the past three consecutive years, our school has exceeded both district and state averages across the subject areas of reading, math, social studies, writing, and language mechanics. The achievement points for Whitley County East Elementary School are reviewed below:

2013 Reading: 73.3

2014 Reading: 93.9

2015 Reading: 80.3

2013 Math: 79.8

2014 Math: 92.2

2015 Math: 73.4

2013 Social Studies: 100.0

2014 Social Studies: 100.0

2015 Social Studies: 100.0

2013 Writing: 85.1

2014 Writing: 100.0

2015 Writing: 95.8

2013 Language Mechanics: 65.8

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2014 Language Mechanics: 81.7

2015 Language Mechanics: 77.5

Results of the Spring, 2015 KPREP assessment are as follows:

Grade 3, Reading: 15/31 of the students assessed, or 48.3% scored at Proficient or Distinguished.

Grade 3, Math: 10/31 of the students assessed, or 32.2% scored at Proficient or Distinguished.

Grade 4, Reading: 19/34 of the students assessed, or 55.8% scored at Proficient or Distinguished.

Grade 4, Math: 10/34 of the students assessed, or 29.4% scored at Proficient or Distinguished.

Grade 4, Language Mechanics: 24/34 of the students assessed, or 70.5% scored at Proficient or Distinguished.

Grade 5, Reading: 26/34 of the students assessed, or 76.4% scored at Proficient or Distinguished.

Grade 5, Math: 31/34 of the students assessed, or 61.7% scored at Proficient or Distinguished.

Grade 5, Social Studies: 32/34 of the students assessed, or 94.1% scored at Proficient or Distinguished.

Grade 5, On-Demand Writing: 25/34 of the students assessed, or 73.5% scored at Proficient or Distinguished.

Grade 6, Reading: 23/27 of the students assessed, or 85.1% scored at Proficient or Distinguished.

Grade 6, Math: 19/27 of the students assessed, or 70.3% scored at Proficient or Distinguished.

Grade 6, On-Demand Writing: 25/27 of the students assessed, or 92.5% scored at Proficient or Distinguished.

Grade 6, Language Mechanics: 16/27 of the students assessed, or 59.2% scored at Proficient or Distinguished.

Three-Year Growth Data (students showing typical or high growth in reading and math):

2013 Reading: 60.5

2014 Reading: 65.4

2015 Reading: 58.8

2013 Math: 66.7

2014 Math: 65.4

2015 Math: 65.9

Reading & Math Combined, 2013: 63.7

Reading & Math Combined, 2014: 65.4

Reading & Math Combined, 2015: 62.4

Our combined reading and math growth rates slightly exceed state and district trends.

Three-Year Gap Data (free/reduced lunch, male/female, disability) Novice, Apprentice, Proficient, Distinguished Calculation:

2013 Reading: 55.7

2014 Reading: 73.6

2015 Reading: 62.2

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2013 Math: 53.8

2014 Math: 67.0

2015 Math: 45.9

2013 Social Studies: 92.3

2014 Social Studies: 95.0

2015 Social Studies: 93.5

2013 Writing: 68.6

2014 Writing: 87.0

2015 Writing: 79.2

2013 Language Mechanics: 53.1

2014 Language Mechanics: 58.6

2015 Language Mechanics: 61.5

For the past three years, Whitley County East Elementary has been comparable to or exceeding state and district averages in closing achievement gaps across these subjects. On this year's assessment, 63.9% of our students scored at the Proficient/Distinguished category in Reading for grades 3-6, while 61.8% of our students qualifying for Free/Reduced Lunch scored at Proficient/Distinguished. 81.4% of our students with disabilities performed at the Proficient/Distinguished level on the Reading assessment. 48.3% of our students in grades 3-6 were at Proficient/Distinguished in Math, while 45.5% of our Free/Reduced population were at Proficient/Distinguished, and 62.9% of our Disability population were at Proficient/Distinguished. Novice levels were comparative within a few percentage points for all Gap groups.

According to 2014-2015 School Report Card data, our school did not meet its delivery target for the Gap groups identified for our school in the combined reading and math targets for male, female, disability, or students qualifying for free/reduced lunch. This performance was comparative to state and district trends at this time as well.

Program Reviews:

Whitley County East Elementary was accountable in four program reviews, which are:

1. K-3
2. Writing
3. Arts & Humanities
4. Practical Living/Career Studies
- 5.

A fifth program review, World Languages, is in the pilot phase of development at this time.

These reviews of our school wide programs are self-scored, according to a rigorous state-defined rubric. Review and analysis of the artifacts suggests that Whitley County East Elementary has strong programs in all of the program areas, with rigorous, aligned curriculum and excellent cross-curricular support throughout the school across the various grade levels. Present scores placed our school in the proficient range of functioning across all programs, and gave us an index of 23.0 to add to our learners information. To further review the data, three-year trends were analyzed (when available) as follows:

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Arts & Humanities:

2013: 6.5

2014: 8.3

2015: 8.9

Practical Living/Career Studies:

2013: 7.0

2014: 8.4

2015: 8.3

Writing:

2013: 8.1

2014: 8.9

2015: 9

K-3:

2014: 8.8

2015: 9.8

The overall data trends suggest maintaining our strong programs and making sure that we are improving our services to our students in these key areas. Further review of the data shows room for growth in all sub indicators across the programs, including curriculum/instruction, formative and summative assessments, professional learning, and administrative support, or at least the need to triangulate data based on submitted artifacts.

Brigance Screener & IOWA Assessments:

According to the most recent Brigance Screener data, 40.7% or 11/27 of our students entered school as "Kindergarten Ready." This data reflects a screening of 29 students on the Brigance Screening instrument in the fall of 2015. There was a definitive correlation between those who had attended our blended preschool/headstart program and the students who did well on this initial screening instrument. We find that readiness for Kindergarten has declined among students who took the screener two years ago.

Our K-2 students all took the IOWA Assessment in the spring of 2015. The following reflects our two-year data trends for our ELA and Math composite scores:

KG, 2014, twenty-seven students, ELA: 99th Percentile Rank

KG, 2015, forty-two students, ELA: 97th Percentile Rank

KG, 2014, Math, twenty-seven student Math: 99th Percentile Rank

KG, 2015, Math, forty-two students: 90th Percentile Rank

1st Grade, 2014, thirty-four students, ELA: 58th Percentile Rank

1st Grade, 2015, thirty-three students, ELA: 62nd Percentile Rank

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1st Grade, 2014, thirty-four students, Math: 77th Percentile Rank

1st Grade, 2015, thirty-three students, Math: 65th Percentile Rank

2nd Grade, 2014, twenty-nine students, ELA: 65th Percentile Rank

2nd Grade, 2015, thirty students, ELA: 54th Percentile Rank

2nd Grade, 2014, twenty-nine students, Math: 62nd Percentile Rank

2nd Grade, 2015, thirty students, Math: 68th Percentile Rank

Non-Academic Indicators

Spring, 2015 TELL KY Survey

In the spring of 2015, all twenty-two certified staff members assigned to Whitley County East Elementary took the TELL KY survey anonymously online. The survey asked staff for opinions and ratings with regard to how well we were doing with the these indicators: Time, Facilities and Resources, Community Support and Involvement, Management of Student Conduct, Teacher Leadership, School Leadership, Professional Development, Instructional Practices and Support, and Overall. The following key data points were noted from review of the information:

- No sub-indicator rated below 85%. Most were rated 90% or greater agreement.
- Definitive strengths in the rating at this time were noted to be Facilities and Resources, Time, Managing Student Conduct, School and Teacher Leadership, and Professional Development.
- 90.9% of those taking the survey noted that their school was a good place to work and learn which translates to 19 of 22 staff members.
- Virtually all indicators were at or above state and district averages.

ADA (Average Daily Attendance)

Whitley County East Elementary had a cumulative yearly average attendance rate of 92.69%. We noted by review of monthly and aggregate yearly attendance reports that our intermediate students in grades 3-6 had a stronger attendance average rate than their peers in primary grades.

KG ADA: 90.33%

1st ADA: 92.41%

2nd ADA: 93.17%

3rd ADA: 93.54%

4th ADA: 92.47%

5th ADA: 94.44%

6th ADA: 93.14%

Our school contacts and logs calls to parents of students who miss daily. Additionally, wherever attendance is an issue, our DPP and FRC make home visits to help reach out to families so that attendance improves. Teachers and the district have a make-up policy for missed assignments as well.

Free and Reduced Lunch, Parent Involvement, Stakeholder Surveys

According to district data, students qualifying for free and reduced lunch at Whitley County East Elementary School last year was 89%, school wide. The averages varied from month to month. According to school records, 39 parents voted in the last election of parent representatives for the school's Site-Based Decision Making Council, and 168 parents had at least one parent-teacher conference with their

child's teacher. Themed Family Reading and Math Nights provide further opportunities for parent involvement, and we have a very active P.A.V.E. (Parents As Volunteer Educator) program that involves over one hundred dedicated parent volunteers on a weekly basis in our classrooms. In addition, our school puts out a quarterly newsletter, utilizes a one-call system, and has a very active social media page as well as the school's regular website. Parents and teachers shared in committee work, as necessary to help resolve issues. Students completed surveys as part of the Student Voice process, as well as in various clubs, such as 21st Century and PRIDE. Most recorded a positive learning and enrichment experience.

Measures of Academic Progress (MAP)

Our school took the MAP formative benchmark assessment in the Fall of 2015. According to this assessment, of 162 students in grades 2-6:

11/162 or 6.8% measured in the distinguished category in math.

65/162 or 40.1% measured in the proficient category in math.

44/162 or 27.2% measured in the apprentice category in math.

42 or 25.9% measured in the novice category in math.

13/162 or 8% measured in the distinguished category in reading.

47/162 or 29% measured in the proficient category in reading.

42/162 or 25.9% measured in the apprentice category in reading.

60/162 or 37% measured in the novice category in reading.

At the time of this report, we are awaiting the results of our winter benchmark assessment. However, preliminary reports have indicated growth. The principal, and therefore the school has set a local goal of reducing combined math and reading novice performance by 10% while consequently making gains in proficient and distinguished by 10% in those combined critical areas.

Questions Left Unanswered by the Data:

Because the KPREP results do not break down individual subjects into sub-domains, the data does not reveal areas of need in relation to Common Core Standards. IOWA gives the results in broad and composite domains as well. The results do not identify the types of questions on which students performed poorly, whether multiple choice items or constructed responses. Item analysis of the assessment is not available, but would be of tremendous benefit to help us make instructional adjustments, if needed. Therefore, we cannot determine specific domain strengths or weaknesses; nor can we evaluate whether questions or confusing assessment characteristics affected assessment results. Also, because test data is reported by grade level rather than grouping students in homerooms, gaps in curriculum and instruction are more difficult to ascertain.

Areas of Strengths

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

A definitive strength of Whitley County East Elementary is our school culture. The rapport that the faculty enjoys with the students, the students with the faculty and staff, the faculty and staff with each other, and with the community all help us to establish and grow meaningful relationships with our students. Our faculty and staff remains devoted to creating rigorous instruction that meets the needs of our students and is conducive to educational achievement and growth. We want our children to have the strongest educational foundation we can provide; and our shared vision includes helping our students develop a strong moral compass and a good work ethic so that our students can be successful at high levels. Students and student needs come first in our school and culture. In the fall of 2015, the school won a Proficient OASIS award to celebrate our successful webpage, located at: <http://www.whitley.kyschools.us/WhitleyEast/Home/Home.html>. The webpage not only keeps our stakeholders informed and involved, it also helps us to perpetuate our culture of learning, and has many resources to support student learning, which may be accessed from any location there is a high-speed internet connection.

In the spring of 2015, all twenty-two certified staff members assigned to our building took the TELL KY survey anonymously online. The survey asked staff for opinions and ratings with regard to how well we were doing with the these indicators: Time, Facilities and Resources, Community Support and Involvement, Management of Student Conduct, Teacher Leadership, School Leadership, Professional Development, Instructional Practices and Support, and Overall. The following key data points were noted from review of the information:

- No sub indicator rated below 85%. Most were rated 90% or greater.
- Definitive strengths in the rating at this time were noted to be Facilities and Resources, Time, Managing Student Conduct, School and Teacher Leadership, and Professional Development.
- 90.9% of those taking the survey noted that their school was a good place to work and learn, which translates to 19 of 22 staff members.

A challenge we faced this year was maintaining and growing our strong gains from the previous year. We did not meet our AMO this year, and we fell slightly in our scores to 78.3 points (98th percentile) this year from 83.6 the year before (99th percentile.) However, we are still ranked in the top ten percent of other Kentucky schools for the second year in a row, and eleventh in the area of writing. We were ranked first for the third consecutive year in social studies. We were in the top one-half of ranked schools in the other accountable areas of reading, math, and language mechanics. As a whole group, our primary program were at the fiftieth or better percentile in ELA and math as measured by the IOWA test. In addition, MAP formative assessments, given in fall, winter, and spring reveals that many of our students enjoy gains from instruction throughout the year. We have a very supportive intervention program for students who need it before, during and after school.

To help our students maintain and continue to grow, we plan to continue to offer a rigorous, aligned curriculum and use our resources to support differentiation so that students can develop a deep knowledge of the standards. We plan to use our benchmark assessments to guide and inform our instruction. We will plan to continue to target our novice and apprentice populations to offer them support, as well as enrichment to our proficient and distinguished populations. We will continue to utilize the following auxiliary resources school wide to grow and maintain growth:

www.ixl.com for math and language mechanics

www.readworks.org for reading

www.studyisland.com for ELA and math

www.morestarfall.com for primary ELA and math support

www.spellingcity.com for spelling and vocabulary growth and support schoolwide

We will also use our Ready Books series, Common Assessments, and teacher-made scrimmage items.

Our school enjoys being in the Distinguished Category, a position we have held or improved upon for four consecutive years. This is a matter for not only school celebration, but also of community pride. For the third consecutive year, our school has ranked in the top 100 of 700 plus elementary schools in our category. Present areas of strength include a strong primary program, with ELA and Math scores at the 50th percentile or better, with several grades scoring in the upper quartile ranges for both ELA and math. Our 3-6 grades also are successful with their curricular demands as demonstrated by their achievement scores. Whitley County East Elementary ranked 65th of 712 other elementary schools this year, and ranked 11th of 712 in the area of Writing and 1st for the third consecutive year in Social Studies. Although not accountable this year, 48% of our fourth graders scored at the 50th percentile or better on the Science portion of the KPREP. Program Review data indicates very strong programs across the domains of Writing, Arts & Humanities, Practical Living/Career Studies, and K-3, with proficient or better among the various indicators of curriculum/instruction, formative and summative assessments, professional learning, and administrative support. Our faculty will continue to implement best instructional practices and relevant professional development to enrich further our classroom instruction, while eliminating extraneous factors that would detract from our goal of providing students with excellent educational opportunities. At Whitley County East Elementary School, student success and growth is our primary objective. This is the common thread and the mindset that unites our learning community. Behind every score, there is a student, and our faculty prides itself on knowing the child behind the scores. When our students succeed, we all do.

Opportunities for Improvement

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

Whitley County East Elementary managed to hold its position in the top ten percent of elementary schools across the state. However, we did slide from our position as the 12th ranked elementary school of 712 in the state to 65th. While we are happy to be in the position we are, there are areas that we can focus upon to make improvements. We plan to work on all achievement areas, but the subjects of reading and math will be the areas of most intense focus.

Specifically, we want to reduce projected Novice categories school wide in grades 2-6 by 10% and grow our projected Proficient/Distinguished categories by 10% as measured by the MAP assessment. By disaggregating scores to the individual level, as well as setting and charting SMART goals, we will have a clear picture of how to reach students on the individual level, and thus effectively utilize strong, standards based programs for both remediation and enrichment, as appropriate.

The need for differentiation in our classrooms is evident, while maintaining rigorous instructional design and delivery. However, as a faculty, we want all students to find success; therefore we want to support individual learning needs. As a faculty, we plan to focus more on outcomes based, standards rich education. By using the MAP learning continuum report to drive and guide our instruction, our students can benefit from instruction targeted to specific needs in the standards. In order to accomplish this, we will use our already rigorous curriculum, but look for re-teaching opportunities where students are struggling with content. As a faculty, we are all very aware that students learn at different rates and have different learning needs.

Teachers will attend various trainings and lead professional development, as appropriate, including Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a network of state, regional, and local educators that provide a framework for teacher designed and led, content rich assignments. The teachers then become resources to their entire building in the areas of ELA and math. We also plan to work with District curriculum experts to support our teachers in implementing best instructional practices. We further plan to identify specific Common Core Standards that are identified as paths to success in ELA and math.

To further enhance our ELA and math instruction, our school plans to further utilize a multi-tiered Response to Intervention (Rtl) model as part of our school wide system of interventions. Students who struggle (below the 50th percentile) in ELA or math will be served by our reading and math interventionists. All students who struggle will receive direct intervention and support, which will be monitored by the AIMS web program, a nationally normed, curriculum independent curriculum based measure. Reading fluency will be sharpened through effective use of our Accelerated Reader program, both in the classroom, before and after school. Also, we plan to use:

www.ixl.com for math and language mechanics

www.readworks.org for reading

www.studyisland.com for ELA and math

www.morestarfall.com for primary ELA and math support

www.spellingcity.com for spelling and vocabulary growth and support school wide

We will also use our Ready Books series, Common Assessments, and teacher-made scrimmage items as part of our regular instructional routines. All of these programs, when effectively utilized, provide direct and explicit instruction individualized to identified and specific student needs. These programs are utilized at teacher direction before, during, and after school, and help to support and grow our overall culture of
SY 2015-2016

high learning expectations.

Conclusion

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

Faculty, staff, administration, and other stakeholders conducted in-depth analysis of the available data from key sources. Among the invaluable data considered were:

1. Kentucky Performance Rating for Educational Progress (KPREP) for our students in grades 3-6
2. Program Reviews for our Writing, Arts & Humanities, K-3, and Practical Living/Career Studies Programs
3. IOWA Assessment for Grades K-2
4. Brigance Assessment for Pre-K and other students entering KG
5. Average Daily Attendance Rates, Free and Reduced Lunch Status, TELL survey, and building level surveys of staff, parent involvement
6. Measures of Academic Progress Benchmark (MAP) assessments for fall, 2015
7. Review of the 2014-2015 Consolidated School Improvement Plan
8. School Report Card

Our next steps will be a very deliberate response to the data, which we will use to inform and guide our delivery of the Common Core. Instruction will be a data driven process, designed to reach students at the individual level. As a school, we will focus on outcomes and standards mastery. We will closely monitor each individual student's performance on the MAP assessment, and use this information to both remediate and enrich instruction.

Specific goals/next steps for the coming year include:

1. Continue to use PLC time to review data to drive instruction and analyze it.
2. Increase proficient and distinguished scores in reading and math for all students by using MAP data to drive instructional practice, in turn reducing novice scores.
3. Concentrate on teaching students in grades 3-6 to use strategies to write effective short answer and extended response items in reading and math.
4. Work with our K-3 primary program to deepen conceptual understanding in math, as opposed to simply learning facts.
5. Maintain and grow our newly "minted" independent readers in the primary program by helping them to make fluency gains as measured by common assessments.
6. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.3% in 2015 to 73.9% in 2016.
7. Make sure to carefully document and triangulate, when appropriate, evidence for our various program reviews.

We need to continue to focus on rigorous, aligned implementation of the Common Core Standards in our instruction for the 2015-2016 school year. Specifically, our faculty and staff will support students who are not performing well as revealed by not only standardized assessment instruments, such as the IOWA and the KPREP, but also formative benchmark MAP assessments. We will have and maintain a growth mentality and mindset, drawing upon our already strong school culture and learning environment. Leadership and faculty will continue to focus upon data to drive instruction. Details matter. We will continue to seek our parents to be active participants in their students' education by not only engaging them as active partners through our website and newsletter, but also listening to their concerns through conferences and surveys. We plan to continue to utilize auxiliary tools, such as Study Island, www.readworks.org, and www.ixl.com to support learning

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needs as well as allow access to the curriculum beyond the traditional school day. We will continue to provide scrimmage opportunities to our students as part of instructional routines, offering them specific feedback, so they may improve their performance. As a faculty, we will carefully document and triangulate our artifacts that we submit for consideration for the various program reviews. Finally, we will continue to be cognizant of the fact that behind every test score, there is a child who deserves the best possible education that we can provide.

Phase II KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Utilize the TELL survey is to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90% to 92% who think that WCEES is a good place to work and learn.

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 06/30/2015 as measured by the TELL Survey that our school is a good place to work and learn.

Strategy1:

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

Category: Other - Faculty survey

Research Cited:

Activity - TELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All building level certified staff will participate in the 2015 TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Certified Faculty

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

After School/Morning Tutoring - Students will utilize the Extended School Services program to receive enrichment style activities in order to

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increase and optimize achievement levels.

Category: Integrated Methods for Learning

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive enrichment within the 21st Century after school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	09/08/2015	06/30/2016	\$15000 - Other	Teachers, Principal

Strategy2:

Program Review - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living, Fine Arts, Writing, K-3 instruction, and World Languages, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in Arts & Humanities, Practical Living/Career Studies, Writing instruction, K-3, & World Languages. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

Strategy3:

School Readiness - Identify early childhood providers (e.g., preschool, Head Start, Child Care, First Steps, HANDS, etc), families and community members to ensure that all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/17/2015	06/30/2016	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

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Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	06/30/2016	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Strategy4:

Professional Development - Teachers will be provided professional development opportunities to enhance reading/math knowledge and strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/17/2015	06/30/2016	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

Strategy5:

Curriculum Assessment and Alignment - Grade level team members will analyze curriculum, student progress, best practices, and teaching strategies in order to make adjustments to classroom techniques.

Category: Learning Systems

Research Cited:

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, discuss classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	Building teachers, Principal

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Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers, and Principal

Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

Strategy6:

Technology Based Instruction - Students' content knowledge and success on assessments will increase through the use of technology based instruction.

Category: Learning Systems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/17/2015	06/30/2016	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

School Readiness - Identify early childhood providers (e.g., preschool, Head Start, Child Care, First Steps, HANDS, etc), families and community members to ensure that all children experience effective transitions to school entry.

Category: Early Learning

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Research Cited:

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/17/2015	06/30/2016	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	06/30/2016	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Goal 2:

In September, 2016, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase from 40.7% ready to 50% or more kindergarten ready.

Measurable Objective 1:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in Mathematics by 09/30/2016 as measured by performance on the the 2016 kindergarten screener.

Strategy1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Research Cited:

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Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Parent Involvement Community Engagement	01/04/2016	06/30/2016	\$0 - No Funding Required	Preschool teachers, Kindergarten Teachers

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement Community Engagement	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Measurable Objective 2:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in English Language Arts by 09/30/2016 as measured by Brigance Screener.

Strategy1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Research Cited:

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Community Engagement Parent Involvement	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Community Engagement Parent Involvement	01/04/2016	06/30/2016	\$0 - No Funding Required	Preschool teachers, Kindergarten Teachers

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

Goal 1:

In September, 2016, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase

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from 40.7% ready to 50% or more kindergarten ready.

Measurable Objective 1:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in English Language Arts by 09/30/2016 as measured by Brigance Screener.

Strategy1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Research Cited:

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement Community Engagement	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Community Engagement Parent Involvement	01/04/2016	06/30/2016	\$0 - No Funding Required	Preschool teachers, Kindergarten Teachers

Measurable Objective 2:

50% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in Mathematics by 09/30/2016 as measured by performance on the the 2016 kindergarten screener.

Strategy1:

Family Outreach - Whitley County East Elementary will invite incoming kindergarten students and their parents to a "Kindergarten Readiness Meeting," where they will meet with prospective KG teachers/preschool teachers, and the principal. The principal and the KG teacher will discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Research Cited:

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Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement Community Engagement	01/04/2016	06/30/2016	\$0 - No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Parent Involvement Community Engagement	01/04/2016	06/30/2016	\$0 - No Funding Required	Preschool teachers, Kindergarten Teachers

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

School Readiness - Identify early childhood providers (e.g., preschool, Head Start, Child Care, First Steps, HANDS, etc), families and community members to ensure that all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/17/2015	06/30/2016	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

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Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	06/30/2016	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Strategy2:

After School/Morning Tutoring - Students will utilize the Extended School Services program to receive enrichment style activities in order to increase and optimize achievement levels.

Category: Integrated Methods for Learning

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive enrichment within the 21st Century after school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	09/08/2015	06/30/2016	\$15000 - Other	Teachers, Principal

Strategy3:

Curriculum Assessment and Alignment - Grade level team members will analyze curriculum, student progress, best practices, and teaching strategies in order to make adjustments to classroom techniques.

Category: Learning Systems

Research Cited:

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, discuss classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	Building teachers, Principal

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Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers, and Principal

Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

Strategy4:

Program Review - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living, Fine Arts, Writing, K-3 instruction, and World Languages, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in Arts & Humanities, Practical Living/Career Studies, Writing instruction, K-3, & World Languages. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

Strategy5:

Technology Based Instruction - Students' content knowledge and success on assessments will increase through the use of technology based instruction.

Category: Learning Systems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/17/2015	06/30/2016	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

Strategy6:

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Professional Development - Teachers will be provided professional development opportunities to enhance reading/math knowledge and strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/17/2015	06/30/2016	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

Goal 2:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

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

Strategy1:

Formative Assessment Review - PLCs will meet, disaggregate, and utilize MAP assessment data to drive instruction and supporting classroom activities for students K-6.

Category: Learning Systems

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program Tutoring	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Classroom Teachers

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, teachers, District Level Specialists

Strategy2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Research Cited:

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Goal 3:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

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

Strategy1:

Formative Assessment Review - Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.

Category: Continuous Improvement

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program Tutoring	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers

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Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers

Strategy2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, District Administration and SBDM Council

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 54.1% in 2015 to 80% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from

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54.1% to 68% by 06/30/2016 as measured by KPREP delivery target..

Strategy1:

Curriculum and Assessment Alignment - Student progress will be benchmarked several times throughout the course of the year in Reading and Math using MAP assessment, and Renaissance Place STAR tests.

Category: Continuous Improvement

Research Cited:

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Other	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, SBDMC

Strategy2:

Best Practice - Students who continuously score below grade level in math and reading on universal screeners (ie; MAPS, STAR, AIMS Web testing) will receive intervention strategies that are research-based and are matched according individual student needs, with parents being notified of the intervention and its results/effectiveness on an on-going basis.

Category: Learning Systems

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Strategy3:

Early Reading/Math Intervention - Early Reading & Math Intervention skills will improve reading skills and promote higher achievement, student skill attainment, and improved tests scores.

Category: Early Learning

Research Cited:

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction	08/17/2015	06/30/2016	\$20000 - Math Achievement Fund	MAF teacher, Principal

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Activity - Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been targeted through the use of universal screeners, benchmark testing, and state assessment results, will be eligible to receive reading intervention. The reading intervention teacher will work with students in a small group/1 on 1 setting in order to promote progress in literacy.	Direct Instruction	08/17/2015	06/30/2016	\$30000 - Other	RTA/Reading Recovery Teacher, Principal

Strategy4:

Classroom Use of Supplemental Resources - Supplemental resources will be used in conjunction with classroom instruction in order to provide better coverage of the common core, as well as individualization according to lexile and quantile ranges. These will include www.readworks.org and www.ixl.com as well as various focus practice books from such suppliers as triumph learning and coach.

Category: Other - Auxiliary Supports

Research Cited:

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
River Deep, Study Island, KET Encyclomedia, Reading/Math Coach, Buckle Down, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, www.readworks.org & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction	08/17/2015	06/30/2016	\$5000 - General Fund	Classroom Teachers, Principal

Strategy5:

Parental Involvement - Measures are taken to make certain that parents/guardians are provided ample opportunities to take part in their child's education. Parent involvement will foster a team effort that will allow for the school to maintain a strong support system made up of family and school personnel working together to ensure students receive the best education possible.

Category: Learning Systems

Research Cited:

Activity - Family Reading/Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students educational processes. Math and Reading Interventionists create interesting activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches.

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and share resources.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, PAVE Volunteers, Faculty Volunteers, Principal

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Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal

Strategy6:

Reading/Math Classroom Instruction - Reading/Math classroom instruction will include, but not be limited to, Common Core, standards. Math instruction will be delivered using the GO Math adopted textbooks. Special Needs students will be supplemented with the Envision Math Textbook series. Reading instruction will be delivered via Journeys Curriculum. Special Needs Reading may be delivered according to need, and use SRA Corrective Reading, RAVE-O, or Read Well. All students will, under teacher direction further be supported by utilizing resources from www.readworks.org, www.ixl.com, www.morestarfall.com, and/or www.spellingcity.com

Category: Learning Systems

Research Cited:

Activity - Reading Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites www.readworks.org . and www.spellingcity.com	Direct Instruction	08/17/2015	06/30/2016	\$5000 - General Fund	Classroom Teachers, Principal

Activity - Math Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math classroom instruction will include: content vocabulary studies, fluency and automaticity strategies, Scholastic magazine and coordinating activities, as well as interactive math strategies including the use of technology and the website www.ixl.com and constructed responses.	Other	08/17/2015	06/30/2016	\$0 - Other	Classroom Teachers, Principal

Strategy7:

Progress Monitoring - Student performance on state and national assessments as well as classroom and individual student benchmark performance, is constantly being reviewed by classroom teachers and building level administrators in Professional Learning Communities.

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Category: Continuous Improvement

Research Cited:

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators, and SBDM council review student performance data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, SBDMC, Teachers

Strategy8:

Technology Based Strategies - Teachers will integrate technology into everyday instruction, and specifically: www.ixl.com, www.readworks.org, www.spellingcity.com, and www.morestarfall.com, as appropriate to learning group.

Category: Other - Auxiliary Instruction

Research Cited:

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Activity - Technology Integrated Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, , Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/17/2015	06/30/2016	\$1500 - General Fund	Classroom Teachers, Principal

Goal 2:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

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

Strategy1:

Formative Assessment Review - PLCs will meet, disaggregate, and utilize MAP assessment data to drive instruction and supporting classroom activities for students K-6.

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Category: Learning Systems

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program Tutoring	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Classroom Teachers

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, teachers, District Level Specialists

Strategy2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Goal 3:

SY 2015-2016

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The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

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

Strategy1:

Formative Assessment Review - Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments.

Category: Continuous Improvement

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers

Strategy2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, District Administration and SBDM Council

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Program Review - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living, Fine Arts, Writing, K-3 instruction, and World Languages, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

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Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in Arts & Humanities, Practical Living/Career Studies, Writing instruction, K-3, & World Languages. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.</p>	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

Phase II KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.whitley.kyschools.us/Whitley_Board/centraloffice/plans.html	

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Mr. Mike R. Partin, Principal, Parent, SBDMC Chairperson

Mrs. Heather Powers, Parent, SBDMC Member

Mrs. Loretta Smith, Parent, SBDMC Member

Mrs. Cindy Hamblin, Teacher, SBDMC Teacher Member

Mrs. Sherry Rhodes, Teacher, SBDMC Teacher Member

Mrs. Georgette Vanover, Teacher, Parent, SBDMC Member

Mrs. Kathy Ballew, FRC

Mr. Chris Mahan, Parent, Clerk

Mrs. Shawnda Lawson, Community Representative, Volunteer

Mrs. April Middleton, Community Representative, Volunteer

Mr. Brian Vanover, Parent, PTO Treasurer

Mr. Travis Rains, Parent, PTO President, Volunteer

Mrs. Connie Patterson, Instructional Assistant, Grandparent

Mr. Travis Adkins, Teacher

Mrs. Lauren Lawson, Teacher, Parent, PTO Secretary

Relationship Building

Overall Rating: 3.29

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Advocacy

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

Reflection

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

Strengths were noted in several key areas: communication, advocacy, and learning opportunities, relationship building. In the area of communication, faculty, staff, and parents were noted to engage in discussions about academic and behavioral expectations periodically, both in real time and virtual time. Our school has at least three formal parent-teacher conference nights per year: at the beginning of the year, once in the fall term, and once in the spring term. In addition, our faculty and staff make time to meet with parents and guardians who cannot attend traditional time slots due to work or other obligations, on an as needed basis. Meaningful, two-way communication is a defining strength of our school, and we use a variety of methods, in addition to face to face conferences to keep our parents informed, and listen to their concerns, including teleconferences, email/text/IM, classroom webpages, homework folders, newsletters, one calls, Facebook, principal's blog, and the school marquee. Formal letters are written to parents and families once per year by the principal, informing them of their room assignments and requested supply lists and bus routes. Teachers use homework folders to communicate directly with parents, and vice versa. Parents and guardians may also check progress on behavioral and academic concerns in real time via web portals (class dojo and infinite campus.) Measures of Academic Progress (MAP) assessments are given three times per year, with the results communicated to parents via letter and conference. Our school publishes articles in district and local newspapers when relevant, including but not limited to student achievements, special speakers and programs, and honor roll students.

Another area of strength for Whitley County East Elementary is that we advocate for our children, as a faculty. At parent teacher conferences, students have the opportunity to lead the conferences, showcasing their work. Students who are struggling significantly are identified and tracked using AIMS web, a curriculum based measure of their work to show the effectiveness of the interventions, which are reported to the parent/guardians. Students performing in the lower quartiles and novice range are targeted for direct and immediate intervention and assistance. If students are found to have disabilities, additional intentional steps are taken to not only provide for the child's learning needs, but also to provide the parent with resources to effectively advocate for the child. Procedural safeguards are offered in written form and explained by trained personnel at every Admissions and Release Committee Meeting, with referral to outside agencies being completed as needed to further support students and their families. Our FRC coordinator actively seeks to remove non-cognitive barriers to student learning by helping families secure necessary resources and services.

With regard to learning opportunities, Whitley County East Elementary ensures that families have multiple opportunities to understand how to support their child's learning. Family themed math and reading night events are held on average one time per month. Newsletters showcase effective best practice resources and suggestions for extending learning beyond the school setting. The school community is particularly adept at using technology as a motivational and learning tool to support student learning in programs such as Study Island and IXL, which may be accessed from home or school. Instructional field trips are scheduled, as are special events, such as career fairs and featured speakers in areas of expertise that may prove beneficial to our students. One hundred percent of our sixth graders participate in the ILP process, to assist them with gaining insight into prospective careers. Our school offers and actively publicizes Common Core related tutoring programs before and after school, with every grade level receiving at least one extra early morning computer lab appointment per week, and many children taking advantage of early morning Accelerated Reader time before school. We have a very active 21st Century CCLC which provides not only enrichment activities, but many tutoring and curriculum rich programs, such as homework help as well as specific skills tutoring before and after school.

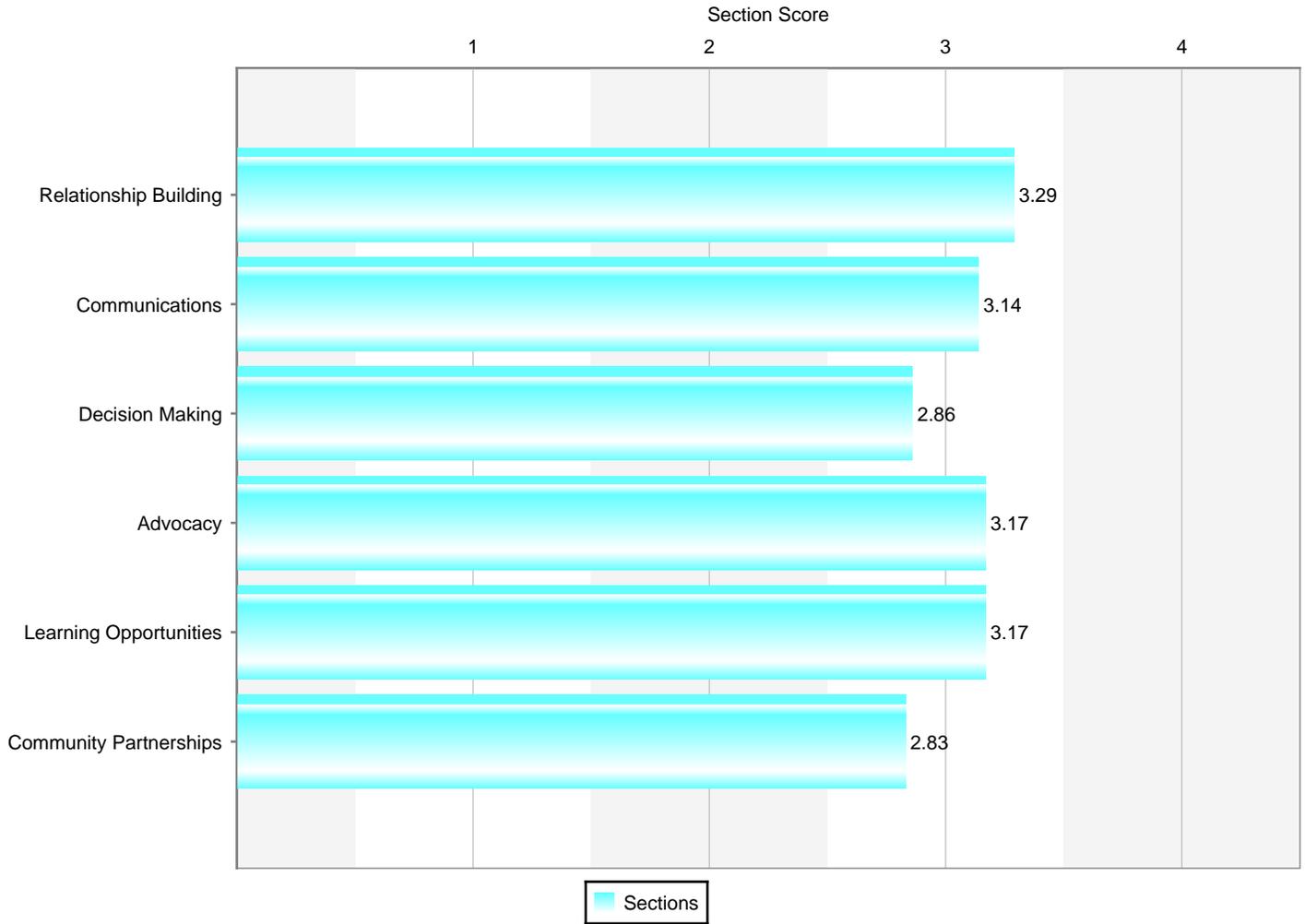
Finally, relationship building is a definitive strength in our school. Our school uses a district based Parents As Volunteer Educator (P.A.V.E.) initiative that screens, trains and involves parents in our building and lessons on a frequent basis. Just about any school event boasts

excellent turnout and support; it is evident that the community supports and takes pride in the school and students. Parents and other visitors report that they are actively welcomed when they visit the school, and the school staff encourages parent and community participation in events via one calls, newsletters, Facebook, and the school marquee. Parent/guardian feedback is frequently solicited to help guide the school's efforts in a shared, stakeholder engaged decision making model. School leadership has developed partnerships with several local and regional businesses, organizations, and agencies to support student learning and create mentors for students and parents, including guest speakers during special events, such as Appalachian Studies, Veteran's Day, Career Fair, Fire Prevention, among many others. and weekly in our school or afterschool and before school to support our students and mentor them. Several businesses and individuals devote resources to support individual and whole school student needs, including field learning experiences and Angel Tree gifts for students. Parents serve as advisory members of our Family Resource Center, and others utilize the FRC to help remove non-cognitive barriers that would otherwise hinder student learning. Connections are made on a daily basis, with the FRC director actively seeking resources to support parent and family needs Areas for noted for improvement include decision-making and community partnerships. Specifically, Whitley County East Elementary needs to collaborate with employers in the area to further support community involvement through volunteerism. As a school, we need more frequent workshops and easier to access parent information to better equip parents to serve on committees and councils. We also need to do a better job of training our parents to act as liaisons with other parents. Our SBDMC needs to review several key policies, particularly in regard to parental involvement.

To sustain our strengths, our school needs to continue our outreach efforts to further strengthen school and community relationships. We need to conduct efficient surveys, either virtual or paper to gain stakeholder input. We need to continue our advocacy efforts by continuing to focus on the individual child and her/his achievement and progress. At our parent teacher conferences, our FRC can work with other key faculty to offer parent and family resources. For our areas of need, Whitley County East Elementary School plans to offer more web based resources for families. This information will be not only for students, but also for families and community. We need to hold workshops and conferences on training our SBDMC parents to report to multiple parent groups, and support these efforts through surveys. This training will be beyond required training that our district offers for SBDMC officers, either in person or online.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Whitley County East Elementary utilizes several methods to communicate and encourage stakeholder participation and involvement in our Comprehensive Improvement Plan. Our policies, procedures, and practices reflect our belief that involvement of stakeholders is a key component in student success. Putting students first is a common thread in all that we do. Stakeholder involvement ensures that we can accomplish this goal.

Our school utilizes a district level volunteer program called the P.A.V.E. Program (Parents as Volunteer Educators.) It is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaisons. Cooperation among parents, teachers, community, and business partners encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Parent and community members accept a leading role in communicating and eliciting involvement from non-members. These members receive training from district leaders that explains their roles and responsibilities according to school, district and state guidelines. Our school has documented many hours of integration of volunteers in our school.

The Site Based Decision Making Council is another process that encourages stakeholder involvement. The SBDMC provides leadership and guides the school. Parent members serve as liaisons to the community, keeping them informed of opportunities and invitations to share and express their ideas for improvement throughout the year as our plan is monitored and improved. The school's process of selecting parent and teacher members to council is in accordance to KRS160.345. Parent members are selected through a process conducted and created by PTO. A letter is sent home explaining the qualifications, timeline and process details along with a nomination form. The district's all-call system is used to notify all parents that the election process is underway. PTO officers confirm eligibility and compile a list of candidates for a scheduled election. PTO designates members to count the secret ballots and members are elected by plurality (most votes.) Parent council members receive training from KDE that explains their role as part of a leadership team, which includes the responsibility of monitoring and increasing student achievement. Council voted on holding monthly meetings that accommodated most employed parents. Teacher members are selected by a process developed and conducted by teachers in accordance to KRS160.345. Non-council and non-candidacy teachers conduct the election process. All teachers assigned to the building are notified of the timeline, teacher eligibility requirements and the process; nominations are gathered, confirmed and compiled into a list of candidates. During a scheduled election, secret ballots are tallied under the supervision of the designated teachers. Members are selected by majority vote (one more vote than half). Teacher members receive training from KDE explaining their roles and responsibilities. Records show that council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. All S.B.D.M. Council meetings are conducted according to the Kentucky Open Meetings Law KRS 61.800- 61.850-61.991. This ensures all stakeholders are informed of opportunities to participate in the school's improvement process.

Another facet of stakeholder participation is through PTO monthly meetings. Teachers and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities. Monthly newsletters are generated that contain a variety of information for parents, which is also posted within the school and on the school webpage. Teachers send home weekly bulletins, notes, monthly calendars, and they continue to maintain a daily parent contact log.

Our Family Resource Center (FRC) serves as a school liaison, while acting in the capacity to reduce non-cognitive barriers to student learning. A variety of workshops are conducted for parents/guardians, which several are hosted by community volunteers and/or teachers.

Home visits and phone calls are typical modes of contact, which serve as invitations to become involved in their child's school and education. FRC sponsors several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held that address numerous topics about what is happening in the school. Community members and business partners are invited to and attend these meetings.

Finally, Whitley County East Elementary conducts scheduled monthly faculty meetings, and weekly Professional Learning Community Meetings. Other Staff meetings are held on as needed basis. These sessions are conducive to teacher stakeholder sharing and problem solving, as well as opportunities for recognition and a vehicle for professional growth.

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

This year's S.B.D.M. Council parents are ladies, both of whom work and live in our community. One is a nurse, and the other owns her own business. One teacher member of the council hold a Rank I Certification, while the others each holds a Master's Degree. Moreover, all three teachers members are veteran teachers. The Principal/Chairperson holds a Rank I certification, with several hours above, and has one child who attends Whitley County East Elementary. The principal has twenty years of experience in the education profession, and is an active and enthusiastic participant in the school and community.

Our PTO officers are comprised of teacher, grandparent, and parent members who agree to serve as officers and work in the best interests of our classrooms. The FRC Coordinator has a bachelor's degree and a strong business background, as well as one child attending our school. All are strongly vested in the school and community. These people served in leadership roles. Resources and materials needed for the data disaggregation were compiled and through various methods of communication, including email, and face to face, committees were formed based on interest and areas of expertise. SBDMC received updates and reports regarding the CSIP and our progress.

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

Once the CSIP received its final approval from the SBDM Council it was formally shared with stakeholder groups. Each December the PTO president presents the plan to its members, a presentation is provided to the board of education, the FRC Coordinator shares the plan during an advisory meeting, teachers and staff are given a copy of the final draft, and a copy of the plan is maintained in the school office and library for visitors to review upon request. Though the plan may be revisited throughout the year, a formal review is conducted semiannually. Progress notes and SBDMC approved revisions are made directly in ASSIST and communicated to stakeholder groups.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 1, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 1, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 6, 2015	

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

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

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

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

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

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

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

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	A review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school.	

What are the barriers identified?

- * high rate of poverty. Presently, 89% of students enrolled in our school qualify for a free or reduced federal lunch program.
- * reduced funding for professional development

What sources of data were used to determine the barriers?

- * School Report Card
- * TELL KY Survey
- * Faculty and staff surveys
- * Brigrance Screener data, IOWA analysis, KPREP analysis
- * ADA

What are the root causes of those identified barriers?

- * Reduced funding at the state and federal levels to support PD and student learning
- * Often, students in high poverty situations do not have adequate support in the home setting to nurture and grow tier II and III vocabulary, necessary for higher order learning and college and career readiness. Many times, attendance is not encouraged in the home environment.

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

100% of our teachers demonstrated as exemplary or accomplished, per CEP records for our building. Teachers received high or expected growth on their student growth ratings. TELL working conditions results exceeded state and district averages. Data supports the idea that our school is providing all of our students with access to effective teachers in our school. We discuss students' circumstances on a weekly basis, and refuse to let an aspect of our demographics define us or our students. Teachers provide content rich lessons and we are constantly looking for ways to improve tier II and III vocabulary for our students.

Equitable Access Strategies

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

Site-Based Decision Making Council policies address assignment of students to classes and programs within our school.

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

Data is used to place students in reading and math intervention classes. Data is also used to encourage students to attend 21st Century after and before school clubs and activities for both remediation and enrichment that encourages development and application of tiered vocabulary in context to learning situations.

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

Data is continuously discussed in PLCs and reviewed by both teachers and administrators. Present PGES, IOWA, and KPREP data, when considered in context of MAP formative benchmark assessments suggests that our teachers are effective, yielding a ranking in the top 100 of Kentucky schools for four consecutive years. Effectiveness is a relative term, and one of the most important ingredients in the mixture is faculty-student relationships. Many of our teachers and administrators are products of the local community and come from very similar backgrounds as our students.

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

The school strictly adheres to all federal, state, and local policies involving teacher recruitment and hiring. Non-emergency hires are posted for a minimum of thirty days, to make sure the applicant pool is adequate. Many of our prospective applicants, although not all, work in our building as substitute teachers. Applicants are chosen for interview based on existing SBDM policies according to certification, educational background, experience, recommendations, personal characteristics, and necessary testing. Hiring follows statutory guidelines and SBDM policy, and the superintendent completes the hiring process as recommended by the principal.

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

According to the most recent 2015 survey, 90% of teachers report that Whitley County East Elementary is a good place to work and learn.

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This translates to 19/21, which is pretty good by any conceivable metric. The best incentive we provide is job satisfaction of seeing our students achieve.

Incentives include:

- * Tenure
- * Transfer of tenure
- * Highly Qualified Status
- * Rank and experience salary increases
- * Teacher leadership opportunities

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

Supports for first year, inexperienced, and out-of-field teachers include:

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

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

Professional learning needs of a teacher with an effectiveness rating below accomplished are addressed by the following methods:

- * Principal and district coaching support
- * Individualized professional learning plan in addition to professional growth plan
- * Co-teaching
- * Release time to observe effective teachers
- * Mentoring from experienced, effective teachers

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

TELL KY Survey results are analyzed by the school administration and discussed in faculty meetings to identify areas of strength and improvement. Strategies for improvement are developed and addressed within the Consolidated School Improvement Plan (CSIP) and followed up at subsequent professional faculty meetings.

Questions

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

Goal 1: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activities:

Measurable Objective 1:

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

Activity - Highly Qualified Status Principals, SBDM Council and district level administration will review highly qualified guidelines.

Policy and Process

Activity - Highly Qualified Report Resource

Principals will complete yearly Highly Qualified Report. Policy and Process

Activity - Highly Qualified Professional Development Activity Type Begin Date End Date Resource

Goal 1: Increase the average combined reading and math K-PREP scores for all students from 56.2% in 2015 to 80.6% in 2019.

Strategy 1:

Curriculum Assessment and Alignment - Grade level team members will analyze curriculum, student progress, best practices, and teaching strategies in order to make adjustments to classroom techniques.

Category: Learning Systems

Activities:

Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 56.2% to 68.9% by 06/30/2016 as measured by KPREP delivery targets..

Activity - Professional Learning Communities (PLC) Activity Type Begin Date End Date Resource

Grade level teachers will meet once per week during their common

planning times in order to discuss measures of aligning curriculum,

addressing instructional gaps and aligning curriculum to the Kentucky

Common Core standards. They will set SMART goals for their class using

the MAPS benchmark system.

Professional

Learning

Activity - Faculty Meetings Activity Type Begin Date End Date

Teachers will participate in teacher meetings that are designed to discuss

testing data, discuss classroom strategies, and other building level matters.

Teachers provide constructive feedback in regards to struggles within the

classroom setting within an open forum setting.

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Professional

Learning

Goal 1: The percentage of students scoring novice in math will decrease by 50% by 2020.

Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activities:

Measurable Objective 1:

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

Activity - Highly Qualified Status Activity Type

Principals, SBDM Council and district level administration will review highly qualified guidelines.

Policy and Process

Activity - Highly Qualified Report Activity Type Principals will complete the yearly Highly Qualified Report. Policy and Process

Activity - Highly Qualified Professional Development Activity Type Begin Date End Date Resource