



# **KDE Comprehensive School Improvement Plan**

Whitley County East Elementary School

Whitley County

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Siler, KY 40763

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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, 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 eighth consecutive year of operation, opening our doors in the fall of 2007 upon the consolidation of the two excellent elementary schools, 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 twenty-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, as well as collaborates 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, seven full time instructional assistants, 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, 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 87% 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 photography, 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. 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.

## **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 three years, Whitley County East Elementary School has achieved several landmark accomplishments. For the third straight year, our school enjoys classification of "Distinguished." Notable this year, we are in the Rewards/Assistance Category of "School of Distinction," being classified as a Distinguished/Progressing School and scoring overall at the 99th percentile. Statistically, we are currently ranked for 2013-2014 at 12th/720 other elementary schools in the Commonwealth overall, which is up from 79/720 in 2012-13, and 47/711 for 2011-12.

Our school is noted to have exceeded both district and state delivery targets for all subjects at this time. Along with other elementary schools, we ranked 1st out of 720 in the subject areas of science and writing, and for the third consecutive year, social studies. We ranked 46th in reading, 52nd in math, 192 in language mechanics. Overall, we made significant gains in all accountable subjects from the prior three years. Our program review scores were reported to be in the top half when compared to other elementary schools in our category. We met our AMO this year, which was a goal we had from last year. Our school made significant gains in growth points by moving students forward, through careful data analysis to determine specific student needs. Additionally, data shows that our school scored strongly on the three 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 and state awards by our students, faculty and staff. Specifically, one of our fifth grade students placed first in the district in the Whitley County Retired Teacher sponsored AARP: "Grandparent of the Year" writing contest. Likewise, two of our fourth grade students received first and second place in a district 4-H contest regarding the importance of honey bees. Our Arts & Humanities program was also recognized by winning a second place state OASIS award under the direction of Mr. Travis Adkins for a sports music video "Light 'Em Up!" Further recognition came this year from the SESC Education Cooperative, which recognized our school for our Distinguished Status, as well as for being the third highest performing elementary school in the region. The school also received a national "Active Schools" Award in recognition of our students level of physical activity during the week. Finally, Whitley County East Elementary was recognized at the December, 2014 board meeting by the Whitley County Board of Education for being a distinguished school, and our rank of 12th out of 720.

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 further reveals that while gains were made overall, there are still pockets of students who remain in the novice and apprentice descriptors. We want to know why and we want to move them forward. We hope to accomplish this goal through careful; data analysis, and using benchmark MAP testing to guide our instruction and intervention, so that is more focused and deliberate. In addition, our student population has students 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 meets 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 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.. Academic success is vital; however, it is one component 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 average at this time.

## **2014-15 Goals and Plans**

## Overview

### Plan Name

2014-15 Goals and Plans

### Plan Description

Whitley County East Elementary School's Comprehensive 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 all 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 developing highly effective teachers and principals.

## 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 70.3% in 2014 to 77.5% in 2017.	Objectives: 1 Strategies: 8 Activities: 13	Organizational	\$61500
2	Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.	Objectives: 1 Strategies: 7 Activities: 12	Organizational	\$17000
3	Utilize the TELL survey is to support sound educational policies and practices based on the views of teachers, principals, and other certified educators in our public schools.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1099

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.3% in 2014 to 77.5% in 2017.

### Measurable Objective 1:

demonstrate a proficiency in reading and math by 06/30/2015 as measured by increasing the overall delivery target for achievement from 70.7 to 71%.

### 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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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](http://www.readworks.org), [www.ixl.com](http://www.ixl.com), [www.morestarfall.com](http://www.morestarfall.com), and/or [www.spellingcity.com](http://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 <a href="http://www.readworks.org">www.readworks.org</a> . and <a href="http://www.spellingcity.com">www.spellingcity.com</a>	Direct Instruction	08/04/2014	06/30/2015	\$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 <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other	08/04/2014	06/30/2015	\$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	08/04/2014	05/08/2015	\$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	08/08/2014	05/08/2015	\$20000	Math Achievement Fund	MAF teacher, Principal

### Strategy 6:

Technology Based Strategies - Teachers will integrate technology into everyday instruction, and specifically: [www.ixl.com](http://www.ixl.com), [www.readworks.org](http://www.readworks.org), [www.spellingcity.com](http://www.spellingcity.com), and [www.morestarfall.com](http://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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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](http://www.readworks.org) and [www.ixl.com](http://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, & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction	08/04/2014	06/30/2015	\$5000	General Fund	Classroom Teachers, Principal

## Goal 2: Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 06/30/2015 as measured by a 69.6% delivery target.

### 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	08/04/2014	06/30/2015	\$0	No Funding Required	Classroom Teachers, and Principal
Activity - Teacher 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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.
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### Strategy 3:

CIITS - CIITS, in conjunction with Infinite Campus, will be used for instructional planning, assessment creation, and student information school wide.

Category: Management Systems

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the CIITS program in order to create, and share, instructional resources such as lesson plans, assessments, and thematic units.	Other	08/04/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal

### Strategy 4:

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	09/02/2014	06/30/2015	\$15000	Other	Teachers, Principal

### Strategy 5:

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
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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	08/04/2014	06/30/2015	\$0	No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal
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### Strategy 6:

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
Identify gaps in literacy and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/04/2014	06/30/2015	\$1500	General Fund	Principal, Teachers, SBDMC and WCBOE

### Strategy 7:

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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$500	Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

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Activity - Analyze Dial-3 Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the Dial-3 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
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	08/04/2014	06/30/2015	\$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 teachers, principals, and other certified educators in our public schools.**

**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	08/04/2014	06/30/2015	\$0	No Funding Required	Certified Faculty

### **Goal 4: Increase the percentage of effective teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020.**

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

## Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

## Strategy 1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals and Peer Observers
Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Title II Part A	District Office and Administrators
Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and New Teachers
Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	General Fund	District Office, Principal and Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	No Funding Required	District Office and Principals

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Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and Teachers

Activity - Enduring Skills and Student Growth Professiona Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, Teachers and SESC Coaches

### Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

### Strategy 1:

Principal Responsibilities - Principal should aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals and Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 <a href="http://www.readworks.org">www.readworks.org</a> . and <a href="http://www.spellingcity.com">www.spellingcity.com</a>	Direct Instruction	08/04/2014	06/30/2015	\$5000	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	08/04/2014	06/30/2015	\$1500	Principal, Teachers, SBDMC and WCBOE
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	08/04/2014	06/30/2015	\$1500	Classroom Teachers, Principal
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, & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction	08/04/2014	06/30/2015	\$5000	Classroom Teachers, Principal
Edivation/Other Professional Learning Opportunities	Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	District Office, Principal and Teachers
<b>Total</b>					\$14000	

### No Funding Required

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

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Analyze Dial-3 Data	Analyze data from the Dial-3 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	06/30/2015	\$0	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
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	08/04/2014	06/30/2015	\$0	Classroom Teachers, Principal
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	08/04/2014	06/30/2015	\$0	Computer Lab Instructional Assistant, Teachers, 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	08/04/2014	06/30/2015	\$0	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals and Teachers
Student Voice Implementation	Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and 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	08/04/2014	06/30/2015	\$0	Classroom Teachers, Principal
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	08/04/2014	06/30/2015	\$0	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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	08/04/2014	06/30/2015	\$0	Certified Faculty
Brigance	All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Other	08/04/2014	06/30/2015	\$0	KG teachers, KG instructional assistants, Principal
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	08/04/2014	06/30/2015	\$0	Principal, Teachers, SBDMC
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	08/04/2014	06/30/2015	\$0	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal
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	08/04/2014	06/30/2015	\$0	Principal, SBDMC, Teachers
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	District Office Staff, Principals and Peer Observers
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	08/04/2014	06/30/2015	\$0	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches.
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and New Teachers

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Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	District Office and Principals
CIITS	Teachers will utilize the CIITS program in order to create, and share, instructional resources such as lesson plans, assessments, and thematic units.	Other	08/04/2014	06/30/2015	\$0	Teachers, Principal
Data Analysis-Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
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	08/04/2014	06/30/2015	\$0	FRC, PAVE Volunteers, Faculty Volunteers, Principal
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
Teacher 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	08/04/2014	06/30/2015	\$0	Building teachers, Principal
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	08/04/2014	06/30/2015	\$0	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	08/04/2014	06/30/2015	\$0	Classroom Teachers, and Principal
Enduring Skills and Student Growth Professiona Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, Teachers and SESC Coaches
<b>Total</b>					\$0	

### 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	08/08/2014	05/08/2015	\$20000	MAF teacher, Principal
<b>Total</b>					\$20000	

**KDE Comprehensive School Improvement Plan**

Whitley County East Elementary School

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	District Office and Administrators
<b>Total</b>					\$99	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other	08/04/2014	06/30/2015	\$0	Classroom Teachers, Principal
ELLN	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/04/2014	06/30/2015	\$500	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
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	09/02/2014	06/30/2015	\$15000	Teachers, Principal
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	08/04/2014	05/08/2015	\$30000	RTA/Reading Recovery Teacher, Principal
<b>Total</b>					\$45500	

# **KDE 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 School received a wealth of information from a variety of sources for the past academic year, including Kentucky Performance Rating for Educational Progress (KPREP) for our students in grades 3-6, Program Reviews for our Writing, Arts & Humanities, and Practical Living Career Studies Programs, IOWA Assessment for Grades K-2, Brigance Assessment for Pre-K and other students entering KG, attendance rate, free and reduced lunch Status, TELL survey, and building level surveys of staff, parent involvement, and review of the 2013-2014 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 to better understand potential future implications for our school. As the data was available, it was discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership.

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 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's rewards and assistance category for the 2013-2014 cycle was revealed to be "School of Distinction," while our classification was "Distinguished/Progressing." KPREP data revealed an overall performance at the ninety-ninth percentile, and ranking our school 12th out of 720 other elementary schools in our category in the state. We were noted to have met our 2014 Annual Measurable Objective Goal at 75.3. Furthermore, in the subject rankings of science, on-demand writing, and social studies, our students ranked first (tied with other schools) across the state, and ranked forty-sixth in math and fifty-second in reading. We had gained one hundred eighty-three places in language mechanics.

For the past three years, Whitley County East Elementary School's achievement points for KPREP are as follows:

2012 Achievement Data from KPREP: Reading, 66.9. Math, 79.3. Science, 90.0. Social Studies 100.0. On-Demand, 77.0. Language Mechanics, 65.6.

2013 Achievement Data from KPREP: Reading, 73.3. Math, 79.3. Science, 84.6. Social Studies, 100.0. On-Demand, 85.1. Language Mechanics 65.8.

2014 Achievement Data from KPREP: Reading, 93.9. Math, 92.2. Science, 100.0. On-Demand Writing, 100.0. Language Mechanics, 81.7.

For the past three years, Whitley County East Elementary School's gap points for KPREP are as follows:

## KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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2012 Gap Data, KPREP: Reading, 56.6. Math, 53.1. Science, 66.7. Social Studies, 72.4. On-Demand Writing, 60.3. Language Mechanics, 48.2.

2013 Gap Data, KPREP: Reading, 55.7. Math, 53.8. Science, 58.3. Social Studies, 92.3. On-Demand Writing, 68.6. Language Mechanics, 53.1.

2014 Gap Data, KPREP: Reading, 73.6. Math, 67.0. Science, 84.4. Social Studies, 95.0. On-Demand Writing, 87.0. Language Mechanics, 58.6

Whitley County East Elementary School's three year growth data (students showing typical or high growth in reading and math):

2012 KPREP Growth Data: Reading, 73.3. Math 70.9. Reading & Math Combined 72.2.

2013 KPREP Growth Data: Reading, 60.5. Math 66.7. Reading & Math Combined, 63.7.

2014 KRPEP Growth Data: Reading, 65.4. Math, 65.4. Reading & Math Combined: 65.4.

The data trend in all key areas show suggests improvement across the board in all key accountable subjects 3-6, with slight regression in math for growth points.

### Program Reviews:

For the three accountable program reviews of Arts & Humanities, Practical Living/Career Studies, and Writing, Whitley County East Elementary received a rating according to the state defined but self-scored rubric of 8.3, 8.4, and 8.9, respectively, with artifacts suggesting meeting a criteria rating of "proficient" overall in those three areas. Review and analysis of the artifacts suggests that Whitley County East Elementary has strong programs in each of those areas, with excellent cross-curricular support throughout the school across the various grade levels. Present scores placed our school in the top half when compared to other schools in the elementary category across the state for the areas of Program Review.

### Brigance Screener & IOWA Assessments:

According to the most recent Brigance Screener data available, 61.5 percent of our Kindergarten students entered our primary program as "Kindergarten Ready." The data reflects a screening of twenty-six out of twenty seven students, most of whom had attended preschool the previous year. There was a definite correlation of students who scored well on the Brigance and who had attended preschool the previous year.

Our K-2 students took the IOWA Assessments in the spring of 2014. Upon analysis, we found that our Kindergarten students scores were comparative to the ninety-ninth percentile in ELA. The results were comparative in KG mathematics, with our students having a composite score at the ninety-ninth percentile as well. Included in this population were twenty-seven KG students who took the assessment. Our first grade population thirty-four students all scored at average range or better, with and ELA composite of fifty-eight and a math composite of seventy-seven. Twenty-nine second graders at Whitley County East accomplished a sixty-fifth percentile score for ELA composite, while their math composite was comparative to the sixty-second percentile.

## KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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Non-academic indicators of attendance, free and reduced lunch, TELL survey, building level surveys, parent involvement, and the 2013-2014 CSIP were also reviewed. According to district and building level attendance reports, while our enrollment is up overall by nine, our average daily attendance has been down this year to date in comparison to last year's numbers by 1-2 percentage points overall. Free and reduced lunch eligibility is comparative to last year at 87% at present time. Staff surveys were sent out in March of last year to help guide staff placement decisions and determine building level professional development. One hundred percent of staff responded to the survey. 100% of teachers at Whitley County East Elementary responded to the 2013 TELL KY survey, and for most areas results were positive, ahead of both district and state results on most indicators. Several key indicators were at 100%, including shared vision of faculty and leadership, recognizing teachers as educational experts, and physical space.

With regard to Whitley County East Elementary School's Consolidated School Improvement Plan, the following goals were identified, and the following progress updates are offered:

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 54.8% in 2013 to 77.5% in 2017. Whitley County East Elementary is on target to meet this goal.

Goal 2: Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 56.1% in 2013 to 78.3% in 2017. Whitley County East Elementary is on target to meet this goal.

Goal 3: Utilize the TELL survey is to support sound educational policies and practices based on the views of teachers, principals, and other certified educators in our public schools. Whitley County East Elementary utilizes the TELL survey to support educational policies and practices based on the views of its faculty.

Goal 4: Increase teacher capacity for implementation of PGES to 100% by July 30, 2014. At present time, our teachers are in the process of implementing PGES, with some of our other certified faculty piloting the OPGES system. The principal is under the PPGES system of evaluation.

The data and information does not inform the school of individual student needs with regard to the Common Core standards. This data would further help our school to individualize based on their needs, although blue print documents do help us to generally guide the instruction our students receive on a daily basis.

## **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?**

The most clearly identifiable strengths at Whitley County East Elementary School are the levels of rapport that faculty enjoys with students, and the dedication our faculty show to our task of making sure that our students receive the best educational opportunities we can offer. Our faculty prides itself on creating instruction to provide students the opportunity to develop and strengthen their work ethic and moral compass, as well as to demonstrate educational achievement and growth. According to the 2013 TELL survey, 100% of our faculty agrees that the faculty and leadership have a shared vision. Moreover, 100% of staff agree that they are held to a high professional standard for delivering instruction. Another 100% of faculty agrees that they receive feedback that can help them improve instruction.

Our school enjoys being in the Rewards/Assistance Category of School of Distinction, being classified as a Distinguished/Progressing School. For the third consecutive year, Whitley County East Elementary School is in the top 100 ranked elementary schools in the state of Kentucky, at present ranked 12th out of 720 other elementary schools, and 1st in our district for the second consecutive year. Whitley County East Elementary enjoyed being ranked 1st in the state in the individual subject categories of science, on-demand writing, and social studies (shared with other schools.) Reading was ranked 52nd, while math was 46th. Language Mechanics was 197th. The Program Reviews of Arts & Humanities, Practical Living/Career Studies, and Writing all indicate that our school is doing a proficient rating in these critical areas, while K-2 (non-accountable) standardized test data indicates a strong educational performance of above to high average in the areas of math and reading in our primary program. All factors combined, our school was scored at the 99th percentile in comparison to other Kentucky Elementary Schools, which is a wonderful thing to celebrate.

Improvements were noted this year in the key categories of achievement, gap, and growth points, reinforcing our practice of identifying students who are struggling and providing them with direct intervention in the areas of math and reading. These interventions are further monitored by MAP benchmark assessments, given thrice per year. Moreover, Whitley County East Elementary has been successful in increasing our proficient/distinguished student performance levels in all areas over last year, as follows:

Reading (+17.7)

Math (+11.5)

Science (20.7)

Social Studies (+2.5)

On-Demand Writing (+17.3)

Language Mechanics (+2.7)

The growth in these areas may be, at least partially attributed to specifically targeting struggling students in our before school and afterschool programs, and specifically those in our apprentice and novice categories. Furthermore, growth may be attributed to having a rigorous, tightly aligned curriculum across all grade levels.

To sustain these areas of strength, Whitley County East Elementary School plans to continue to utilize student data to drive day to day instruction in the classroom across all grades, pre-K through sixth with a Common Core aligned and rigorous curriculum. Struggling students are to be identified and targeted using individualized research based interventions, while proficient and distinguished students will be challenged and supported. All students will benefit from Common Core aligned supplemental instruction in tutoring, such as [www.ixl.com](http://www.ixl.com) for SY 2014-2015

math and language mechanics, Study Island for reading and math, and [www.readworks.org](http://www.readworks.org). Faculty will continue to implement best instructional practices, and attend relevant professional development opportunities to further enrich classroom instruction. School leadership will continue to support teachers and students in their efforts to provide quality instruction, while reducing extraneous factors that would detract from our goal of providing students with excellent educational opportunities.

At Whitley County East Elementary School, student success is our main goal. Focusing on student growth is a common thread in all that we do as a school and community of learners. Behind every score, there is a student and our faculty prides itself on knowing and teaching each child individually. When our students succeed and grow, we all do. We are celebrating our third consecutive year as a distinguished school, attainment of our Annual Measurable Objective (AMO,) and our classification as a Distinguished/Progressing School.

## **Opportunities for Improvement**

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

Although gains were made in all areas over last year at Whitley County East Elementary School, our school needs to continue to focus on student growth across all subject areas. We have gains to make in reading and math, and most notably language mechanics. According to our 2014 KPREP data, the percentage of students scoring in the apprentice and novice categories were as follows: Reading-25.5, Math-33.4, Science-17.6, Social Studies-4.3, On-Demand Writing-14.3, and Language Mechanics-41.7. We plan to specifically target those students who are scoring in apprentice and novice categories, and utilize all available resources to help them advance. Specifically, we will utilize our computer and web based programs, such as Study Island, [www.ixl.com](http://www.ixl.com), and [www.readworks.org](http://www.readworks.org) to target students in their lexile (reading) and quantile (math) range, and use MAP and or AIMS web to monitor their growth, making adjustments as necessary. Globally, we will use MAP to further adjust our instruction for our classes.

Another opportunity for improvement is in the area of community and parental involvement. Although better than half of our parents/guardians show up for parent-teacher conferences at least once per year, we would like to involve our parents more directly. According to the 2013 TELL survey, only 79.2% of our teachers feel that parents/guardians are influential decision makers in our school. We can address this by involving parents on more committees, and providing them with surveys to provide direct input as issues arise.

According to the School Report Card, in the subject area of math, males are outperforming females slightly in the proficient and distinguished categories, due to a higher percentage of females scoring in the apprentice range. We can address this by making sure that all of our students are in the correct tutoring programs specific to math. Reading scores were comparable for both student genders.

Our plans to improve include the further disaggregation of data to the individual student level, and close monitoring of the students through MAP assessments, using the data to drive our instruction. PLCs will then analyze this data, and individually target students who need to make improvements. Finally, teachers and principal will work with district level instructional coaches on a monthly basis in the subject areas of math and reading to further address and support teachers in implementing best practices.

## **Conclusion**

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

Upon review and analysis of the available data from key sources-KPREP for 3-6, IOWA for K-2, Program Reviews, and other key non-academic indicators, Whitley County East Elementary has chosen to focus on rigorous and aligned implementation of the Common Core Standards in our instruction and assessment for the 2014-2015 academic year. Specifically, our faculty and staff will support students who are not performing well as determined by standardized test data and benchmark assessments. As a faculty, we will deliver a challenging curriculum that is supportive of individual student need. Instruction will be data driven, and we will actively seek opportunities for student growth, both in the classroom and during small group before and after school tutoring sessions. Leadership will continue to focus on all students, teachers, and grades Preschool through sixth to support learning needs, with the knowledge that the big picture is always made up of the smaller components. Details matter. We will seek to involve parents and guardians as active participants and stakeholders in their child's education by improving our school newsletter to include items that can help the child and utilizing Marzano's research on teaching vocabulary. We will offer surveys to parents and guardians as necessary. We will continue to utilize auxiliary programs, such as Study Island, [www.ixl.com](http://www.ixl.com), and [www.readworks.org](http://www.readworks.org) to support students in their learning, knowing that they may access these supports outside of the traditional school day. We will continue to scrimmage our students as part of their instructional routines, providing them with specific feedback so that they may improve their performance. Finally, we will continue to be cognizant of the fact that behind every test score, there is a child that deserves the best possible education that we can provide.

# The Missing Piece

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**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

Mrs. Brenda Chandler, Parent SBDMC

Mrs. Sharon Saylor, SBDMC Teacher Representative

Mrs. Holli Gibson, SBDMC Teacher Representative

Mrs. Sherry Rhodes, SBDMC Teacher Representative, PTO Vice President

Mrs. Kathy Ballew, Parent, FRC

Mrs. Shawnda Lawson, Community Representative

Mrs. April Middleton, Community Representative

Mrs. Charline Meadors, PTO Treasurer, Parent

Mrs. Lisa Ann Monhollen, Parent

Mrs. Georgette Vanover, Parent, Teacher, PTO President

Mrs. Connie Patterson, Instructional Assistant, Grandparent

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
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
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
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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
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

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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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
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.	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
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
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.17

	Statement or Question	Response	Rating
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
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
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
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.	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
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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Whitley County East Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.83

	Statement or Question	Response	Rating
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
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
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
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
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
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.

### **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.) Markers 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. 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

## KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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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. 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

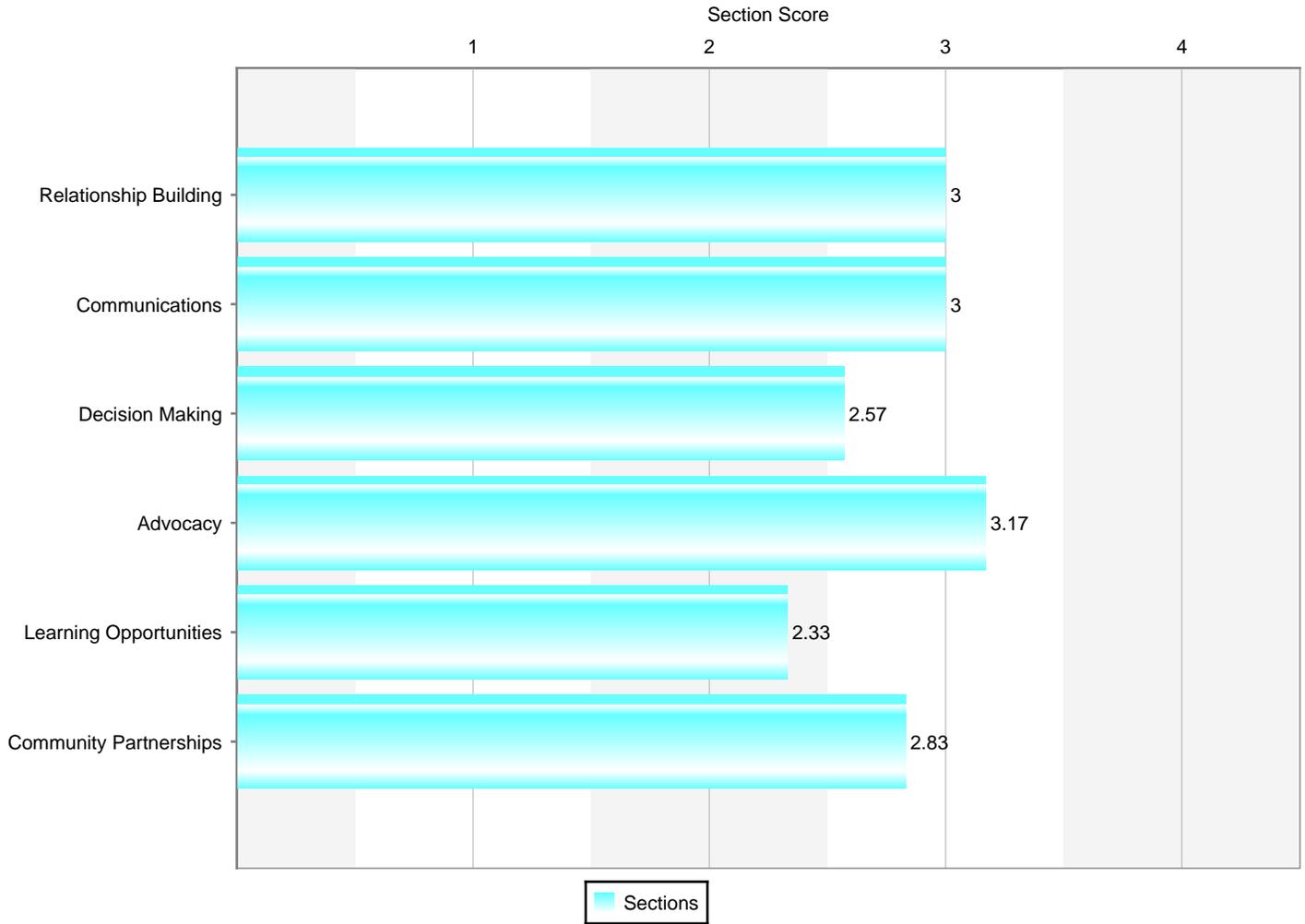
Areas for noted for improvement include decision-making and community partnerships. Specifically, Whitley County East Elementary needs to collaborate with employers in the area to further support community involvement through volunteerism. As a school, we need more frequent workshops and easier to access parent information to better equip parents to serve on committees and councils. We 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. Two teacher members of the council hold a Rank I Certification, while the other holds a Master's Degree. Moreover, all three teachers members are tenured, 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 nineteen 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 and parent members who agree to serve as officers. One of our most active parents owns a local business and farm, along with her husband. They have four children attending Whitley County East Elementary School, and are very active as volunteers in the community and school, serving as excellent ambassadors and liaisons for the school. 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.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Study Island, www.ixl.com, Common Core Ready, Scrimmage Tests, & www.readworks.org	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

# 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	Newsletter, PAVE, one-calls, SBDMC, Committees, Surveys, Conferences, Workshops	

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	Evidenced in ePD	

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	Implementation and Impact Check and ongoing monitoring of CSIP	

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	We are a schoolwide Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Title I Math & Reading, Math Intervention, Reading Recovery, Read to Achieve, AIMS web, IDEIA, Section 504 Accommodation Plans	

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	Title I Math & Reading, Math Intervention, Reading Recovery, Read to Achieve, AIMS web, IDEIA, Section 504 Accommodation Plans, Bell Whitley Headstart, Preschool, Tutoring programs	

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Title I Math & Reading, Math Intervention, Reading Recovery, Read to Achieve, AIMS web, IDEA Section 504 Accommodation Plans	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Title I Math & Reading, Math Intervention, Reading Recovery, Read to Achieve, AIMS web, IDEA, Section 504 Accommodation Plans, Preschool/Head Start	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Morning or Afternoon Tutoring, Intervention Services	

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	AIMS Web, Title I Math & Reading	

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	Munis Reports	

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	Parent nights, family nights, Newsletter, Webpages, SBDMC	

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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	MIT & RIT Trainings	

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 and linked to our district website. (provide the website link below)	Yes	<a href="http://www.whitley.kyschools.us">www.whitley.kyschools.us</a>	

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	The situation has not arisen. All of our faculty are highly qualified at this time.	

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	Review of data on early release days, 10/08/2014 and Data Analysis PD, 11/04/2014	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	On the Title I Ranking Report, there aren't any of these positions listed.	

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	Under supervision of highly qualified teachers.	

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Instructional Assistant Schedules	

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

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

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

# **Compliance and Accountability - Elementary 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 TELL KY Survey results.

**Goal 1:**

Utilize the TELL survey is to support sound educational policies and practices based on the views of teachers, principals, and other certified educators in our public schools.

**Measurable Objective 1:**

collaborate to ensure a 90 percent or above overall rating by 04/01/2015 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 - Time Efficiency Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacehers, princpal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other			08/12/2013	05/12/2014	\$0 - No Funding Required	Teachers, Principal

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 proficiency ratings for all students in the non-duplicated gap group from 70.3% in 2014 to 77.5.3% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency in reading and math by 05/05/2015 as measured by increasing the overall delivery target for achievement from 70.7 to 71%.

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

## Strategy1:

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

Category: Other - Auxiliary Instruction

Research Cited:

Activity - Technology Integrated Classroom Management	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$1500 - General Fund	Classroom Teachers, Principal

Activity - Accelerated Reader	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy2:

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 - Reading Intervention Programs	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$30000 - Other	RTA/Reading Recovery Teacher, Principal

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction			08/08/2014	05/08/2015	\$20000 - Math Achievement Fund	MAF teacher, Principal

### Strategy3:

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

Research Cited:

Activity - Analyzing Data	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Principal, SBDMC, Teachers

### 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 individuation according to lexile and quantile ranges. These will include [www.readworks.org](http://www.readworks.org) and [www.ixl.com](http://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	Tier	Phase	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, & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction			08/04/2014	05/08/2015	\$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:

**KDE Comprehensive School Improvement Plan**

Whitley County East Elementary School

Activity - Family Reading/Math Nights	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Specialists

Activity - PAVE	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal

**Strategy6:**

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:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Intervention	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy7:

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	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Principal, Teachers, SBDMC

## Strategy8:

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](http://www.readworks.org), [www.ixl.com](http://www.ixl.com), [www.morestarfall.com](http://www.morestarfall.com), and/or [www.spellingcity.com](http://www.spellingcity.com)

Category: Learning Systems

Research Cited:

Activity - Math Classroom Instruction	Activity Type	Tier	Phase	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 <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other			08/04/2014	05/08/2015	\$0 - Other	Classroom Teachers, Principal

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Reading Classroom Instruction	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$5000 - General Fund	Classroom Teachers, Principal

## Goal 2:

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

## Strategy1:

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 - Teacher Meetings	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Building teachers, Principal

Activity - Professional Learning Communities (PLC)	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, and Principal

**KDE Comprehensive School Improvement Plan**

Whitley County East Elementary School

Activity - Content Specific Vocabulary	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal

**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 (Before and After School)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students that participate in the after school and before school programs will also reap the benefits of a tutoring program, as needed, throughout the instructional year. Students are identified by the use of Benchmark Testing, State Assessment, and Teacher recommendation. The tutoring program is tailored to the needs of the individual students. ESS instructors collaborate with regular education teachers to target low achieving areas and this enrichment is delivered to the students.	Academic Support Program			01/08/2014	04/02/2014	\$15000 - Other	Classroom Teachers, Principal

Activity - Tutoring	Activity Type	Tier	Phase	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			09/02/2014	05/08/2015	\$15000 - Other	Teachers, Principal

**Strategy3:**

CIITS - CIITS, in conjunction with Infinite Campus, will be used for instructional planning, assessment creation, and student information school wide.

Category: Management Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the CIITS program in order to create, and share, instructional resources such as lesson plans, assessments, and thematic units.	Other			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal

## Strategy4:

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 Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to technology-based instruction in Mathematics and Reading through the use of web based programs such as Study Island, STAR Reading, Riverdeep, Rhymes n Times, SMART technologies, document cameras, Spelling City, Super Teacher, EdHelper, IXL, ClassDojo, etc.	Academic Support Program			08/12/2013	05/12/2014	\$5000 - General Fund	Classroom Teachers, Computer Lab Tech, Principal

## Strategy5:

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 - Gather Information for Successful Transition	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Brigance	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Analyze Dial-3 Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-3 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/12/2013	05/12/2014	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

## Strategy6:

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	Tier	Phase	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			08/04/2014	05/08/2015	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

All children were screened for kindergarten readiness.

## Goal 1:

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

## Strategy1:

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

**KDE Comprehensive School Improvement Plan**

Whitley County East Elementary School

strategies.

Category: Professional Learning &amp; Support

Research Cited:

Activity - Professional Growth and Improvement	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

**Strategy2:**

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	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

**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	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

Activity - ELLN	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Gather Information for Successful Transition	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Analyze Dial-3 Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-3 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/12/2013	05/12/2014	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

## Goal 2:

Increase teacher capacity for implementation of PGES to 100% by July 30, 2014

### Measurable Objective 1:

collaborate to Professional Learning to all teachers regarding the multiple measures of PGES by 06/30/2014 as measured by ten teachers who have engaged in PGES learning .

### Strategy1:

Professional Growth and Effectiveness System - Teachers and building level administrators will receive extensive professional development in the PGES system and the framework. Our faculty will meet during PLC time to schedule, plan, and review PGES information and prepare for observation windows, as well as review media presentation and support available through our district's web portal.

Category:

Research Cited:

Activity - Student Growth and Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth and Professional Goals webcasts will include information pertaining to SMART goals and development of a professional growth plan.	Professional Learning			01/01/2014	06/30/2014	\$0 - No Funding Required	Principal

## Narrative:

Brigrance Screener

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

## Goal 1:

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

## 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 - Analyze Dial-3 Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-3 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/12/2013	05/12/2014	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Brigance	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

Activity - Gather Information for Successful Transition	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - ELLN	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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 proficiency ratings for all students in the non-duplicated gap group from 70.3% in 2014 to 77.5.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/05/2015 as measured by increasing the overall delivery target for achievement from 70.7 to 71%.

## Strategy1:

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](http://www.readworks.org), [www.ixl.com](http://www.ixl.com), [www.morestarfall.com](http://www.morestarfall.com), and/or [www.spellingcity.com](http://www.spellingcity.com)

Category: Learning Systems

Research Cited:

Activity - Reading Classroom Instruction	Activity Type	Tier	Phase	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 <a href="http://www.readworks.org">www.readworks.org</a> and <a href="http://www.spellingcity.com">www.spellingcity.com</a>	Direct Instruction			08/04/2014	05/08/2015	\$5000 - General Fund	Classroom Teachers, Principal

Activity - Math Classroom Instruction	Activity Type	Tier	Phase	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 <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other			08/04/2014	05/08/2015	\$0 - Other	Classroom Teachers, Principal

## Strategy2:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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 - Reading Intervention Programs	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$30000 - Other	RTA/Reading Recovery Teacher, Principal

Activity - Math Intervention Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction			08/08/2014	05/08/2015	\$20000 - Math Achievement Fund	MAF teacher, Principal

### Strategy3:

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	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, Principal

### Strategy4:

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

Category: Other - Auxiliary Instruction

Research Cited:

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Whitley County East Elementary School

Activity - Accelerated Reader	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, Principal

Activity - Technology Integrated Classroom Management	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$1500 - General Fund	Classroom Teachers, Principal

## Goal 2:

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

### Strategy1:

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:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Teacher Meetings	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Building teachers, Principal

Activity - Content Specific Vocabulary	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Professional Learning Communities (PLC)	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, and 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:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Program Review	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

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 70.3% in 2014 to 77.5.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/05/2015 as measured by increasing the overall delivery target for achievement from 70.7 to 71%.

## Strategy1:

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	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy2:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

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 individuation according to lexile and quantile ranges. These will include [www.readworks.org](http://www.readworks.org) and [www.ixl.com](http://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	Tier	Phase	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, & Superteacher worksheets will be used as supplement to text books and other classroom instructional materials.	Direct Instruction			08/04/2014	05/08/2015	\$5000 - General Fund	Classroom Teachers, Principal

### Strategy3:

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](http://www.readworks.org), [www.ixl.com](http://www.ixl.com), [www.morestarfall.com](http://www.morestarfall.com), and/or [www.spellingcity.com](http://www.spellingcity.com)

Category: Learning Systems

Research Cited:

Activity - Reading Classroom Instruction	Activity Type	Tier	Phase	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 <a href="http://www.readworks.org">www.readworks.org</a> . and <a href="http://www.spellingcity.com">www.spellingcity.com</a>	Direct Instruction			08/04/2014	05/08/2015	\$5000 - General Fund	Classroom Teachers, Principal

Activity - Math Classroom Instruction	Activity Type	Tier	Phase	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 <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other			08/04/2014	05/08/2015	\$0 - Other	Classroom Teachers, Principal

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

## Strategy4:

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

Research Cited:

Activity - Analyzing Data	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Principal, SBDMC, Teachers

## Strategy5:

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

Category: Other - Auxiliary Instruction

Research Cited:

Activity - Technology Integrated Classroom Management	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$1500 - General Fund	Classroom Teachers, Principal

## Goal 2:

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

### Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

## Strategy1:

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 - Professional Learning Communities (PLC)	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Classroom Teachers, and Principal

Activity - Teacher Meetings	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Building teachers, Principal

Activity - Content Specific Vocabulary	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal

## 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:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Tutoring (Before and After School)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students that participate in the after school and before school programs will also reap the benefits of a tutoring program, as needed, throughout the instructional year. Students are identified by the use of Benchmark Testing, State Assessment, and Teacher recommendation. The tutoring program is tailored to the needs of the individual students. ESS instructors collaborate with regular education teachers to target low achieving areas and this enrichment is delivered to the students.	Academic Support Program			01/08/2014	04/02/2014	\$15000 - Other	Classroom Teachers, Principal

Activity - Tutoring	Activity Type	Tier	Phase	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			09/02/2014	05/08/2015	\$15000 - Other	Teachers, Principal

### Strategy3:

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 Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to technology-based instruction in Mathematics and Reading through the use of web based programs such as Study Island, STAR Reading, Riverdeep, Rhymes n Times, SMART technologies, document cameras, Spelling City, Super Teacher, Edhelper, IXL, ClassDojo, etc.	Academic Support Program			08/12/2013	05/12/2014	\$5000 - General Fund	Classroom Teachers, Computer Lab Tech, Principal

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

### Goal 1:

# KDE Comprehensive School Improvement Plan

Whitley County East Elementary School

Increase the average combined Reading and Mathematics K-PREP scores for elementary school students from 70.7% in 2014 to 78.3% in 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by a 69.6% delivery target.

## 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:

Activity - Program Review	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

## Strategy2:

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 - Content Specific Vocabulary	Activity Type	Tier	Phase	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			08/04/2014	05/08/2015	\$0 - No Funding Required	Teachers, Principal



# **School Safety Diagnostic**

## **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	July 2014	

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 1, 2014	

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
9.	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
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 2014	

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

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

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