



KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Whitley North Elementary School was built in 1993, encompassing 55,243 square feet. Our school is located on Highway 26 in Whitley County, KY and serves the extremely rural communities of Rockholds and Woodbine with a top-notch public education experience. This pre-school through sixth grade school serves approximately 390 students with 28 certified teachers and 10 classified employees.

Our school is designated as a Title I school, whereas, over 90% of our students qualify for free or reduced lunch. We have 2 pre-school classrooms, 2 kindergarten classrooms, 3 first grade classrooms, 2 second grade classrooms, 2 third grade classrooms, 2 fourth grade classrooms, 2 fifth grade classrooms, and 2 sixth grade classrooms.

We also have a speech pathologist, 4 special needs resource teachers, one physical education teacher, one fine arts teacher, one librarian, one (MIT) Math Intervention Teacher, one (RTA) Read to Achieve teacher, 3 custodians, one attendance clerk, one school secretary, and 6 food service employees.

The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. They attend a wide variety of professional development offerings provided at the school, as well as, through the Whitley County Board of Education.

We offer a Gifted and Talented Education program and various intervention programs to help meet the academic needs of all students. Students enjoy a nurturing atmosphere at Whitley North Elementary. Beyond their regular classrooms, they can discover their hidden talents and dreams through a wide array of school activities, such as our 21st century FLASH after school program where students can get involved with various activities such as Archery, journalism, photography, science explorers, and homework help, to name a few.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our programs, include Early Interventions in Reading and Math, a Math Intervention Teacher, Read To Achieve, Reading Recovery, Comprehension Intervention Model, are used for small group learning. We also offer Family Math and Family Reading Nights alternating monthly whereas family members are invited to school in the evening to work with their child in reading and math; snacks and refreshments are offered to everyone who attends. Classes are conducted so that gender bias is eliminated by using SBDM Policy #7 "Assignment of Students to Classes and Programs within the School". The principal shall assign students to classes and programs by taking into consideration the following criteria: 1) Academic performance of the student, 2) Learning style of the student, 3) Student behavior 4) Instructional needs of the student, 5) Overall composition and ratios of each classroom, 6) Class size, 7) School school schedule, and 8) Parent requests.

The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students.

Notable Achievements and Areas of Improvement

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

Notable Achievements and Areas of Improvement

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extra-curricular activities, and sports. In academics, our school has moved up in the state ranking in the KPREP academic test. Where we once were ranked 430th out of 714 schools, which was in the 57 percentile, we are now ranked 129th, which is the 82 percentile, an increase of 301 schools, which puts us in the top 20 percent of all elementary schools in the state. In the areas of Reading, Science, Social Studies, Writing and Language Mechanics, we are above the state averages in Achievement points and we were above the state in Gap points in every academic area which includes: Reading, Math, Science, Social Studies, Writing and Language Mechanics in Gap points. We are lowering our novice percentages each year in the areas of science and social studies.

Individual student growth is another place where we need improvement. We will be able to monitor individual students and their progress on the KPREP test. We will target students who are scoring novice and apprentice. Also, working with the classroom teacher, RTI and our afterschool program, we will move these students up. We have adopted a policy through our SBDM that addresses writing improvement. We will be concentrating on maximizing instruction time and putting a greater emphasis on writing mechanics and on demand writing in all grades.

In 2013-14, we made huge gains and improved our scores to an overall score of 72.4. We are classified as a Proficient/Progressing Performing School. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the county and state.

Program Review was scored Proficient. We are already collecting artifacts to provide evidence for this year's Program Review. We are expecting no less than Proficient on this document.

Whitley North has a highly competitive sports program which includes our boys and girls basketball teams, football teams, cheerleaders, and the academic team. We typically finish 1st or 2nd in the district each year.

As you can see, while Whitley North has many notable achievements in the last three years, we are continually striving to better ourselves, our students, and our outcomes in all areas.

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 North uses individualized instructional practices where as MAP testing data is used to place students at their individual instructional level. Title I teachers as well as MIT and RTA teachers work with regular homeroom teachers to differentiate instruction.

Whitley North utilizes RTI for students who are falling behind and may need to be referred to Special Needs.

Whitley North is proud to provide students the opportunity to participate in after school activities which include: Homework help for 1st-6th grades, Science enrichment, math enrichment, archery, arts and crafts, drama, and choir. These extra-curricular activities are provided by our 21st Century Program. We were also able to add swimming and gun safety, which adds variety to activities in our Program Review.

Whitley County North also affords the following extracurricular activities: Academic team, Football, Boys and Girls Basketball, Cheerleading, Boys and Girls Soccer, Girl Scouts, Boy Scouts, 4 - H Clubs, and First Priority Club, Unite Club, Think Green Club and Pride Club. In addition, we work with Duke University to allow our students the opportunity to participate in 4th and 5th Grade Talent Search (Talent Identification Program - TIP).

2014-15 Goals and Plans

Overview

Plan Name

2014-15 Goals and Plans

Plan Description

Whitley County North Elementary Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment 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 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 6 Activities: 10	Organizational	\$2250
2	Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.	Objectives: 1 Strategies: 9 Activities: 16	Organizational	\$69800
3	Utilize results from the TELL survey to support sound educational policies and practices based on the views of teachers, principals and other certificated 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 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/07/2015 as measured by increasing the overall delivery target for the achievement gap to 57.2.

Strategy 1:

RTI - Students will be identified through universal screening that need more intense instructional and monitoring in math and reading.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive updated training on the RTI Process. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program	08/07/2014	05/07/2015	\$250	General Fund	Tilte I teachers and classroom teachers

Strategy 2:

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

Category: Learning Systems

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning	08/07/2014	05/07/2015	\$0	No Funding Required	Teachers, Principal

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	All certified staff

Activity - Instructional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers

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Strategy 3:

Digital Learning - Integrate digital content into curriculum

Category: Integrated Methods for Learning

Activity - Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Reading Eggs, Smart Response System.	Technology	08/04/2014	04/28/2015	\$800	General Fund	Teachers, Principal

Strategy 4:

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

Category: Stakeholder Engagement

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer 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	04/28/2015	\$0	Title I Part A	Title I Community Liaison, Teachers, Principal

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school hosts family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC staff, as well as, Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/04/2014	04/28/2015	\$1200	Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

Strategy 5:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Reading Recovery teacher and Read to Achieve (RTA) teacher will review Renaissance

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

Category: Continuous Improvement

Research Cited: RTA/MIT

Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA teacher uses in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/04/2014	04/28/2015	\$0	Other	Teachers, RTA teacher, MIT teacher, Principal

Strategy 6:

Best Practice - Struggling learners will master new academic skills.

Category: Continuous Improvement

Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Have them use the strategies with the help of the teacher until students can correctly use them. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers

Activity - High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will convey high expectations for ALL Students.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	All Teachers and Principal

Goal 2: Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy 1:

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

Category: Continuous Improvement

Activity - Curriculum planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games on Ipads, and teacher resource books to raise the reading and math scores.	Other	08/04/2014	04/28/2015	\$0	No Funding Required	Principal, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and future plans for addressing weaknesses.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	Certified Staff and SBDM Council

Strategy 2:

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

Category: Integrated Methods for Learning

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/04/2014	04/28/2015	\$33750	Other	Teachers, Principal, District Grant Coordinator

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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FLASH will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one on one small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/04/2014	04/28/2015	\$33750	Other	Teachers, Principal, District Grant Coordinator
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Strategy 3:

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

Category: Continuous Improvement

Activity - Internal Program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy 4:

Reading initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/04/2014	04/28/2015	\$1000	Other	Principal, Teachers, FRC, PTC, Reading Recovery

Strategy 5:

CIITS - Monitor CIITS participation to increase usage school wide.

Category: Professional Learning & Support

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers, Principal

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Strategy 6:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher-order thinking.

Category: Integrated Methods for Learning

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

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

Activity - Stakeholders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Ed. Newspaper.	Community Engagement	08/04/2014	04/28/2015	\$150	Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE coordinator, Matthew Ratliff First Priority leader and Principal

Strategy 7:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly.

Category: Continuous Improvement

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

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	04/28/2015	\$400	Other	Parent and Teacher Connection

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are indentified as having attendance concerns.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.
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Activity - Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year.	Policy and Process	08/04/2014	04/28/2015	\$600	Other	PTC and Principal

Strategy 8:

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

Category: Continuous Improvement

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/02/2015	04/28/2015	\$0	No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

Activity - Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/06/2015	04/28/2015	\$150	General Fund	Preschool Staff, Kindergarten staff and Principal

Strategy 9:

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

Category: Continuous Improvement

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level.	Policy and Process	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers, District Writing Coach, Principal

Goal 3: Utilize results from the TELL survey to support sound educational policies and practices based on the views of teachers, principals and other certificated educators in our public schools.

Measurable Objective 1:

collaborate to ensure a 90% or above overall rating by 05/04/2015 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: Stakeholder Engagement

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/04/2014	04/28/2015	\$0	No Funding Required	Teachers, Principal, other Certified Educators

Goal 4: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/29/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

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Strategy 1:

Principal Responsibilities - Principal should be 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	05/29/2015	\$0	No Funding Required	District Office
Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal 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	09/09/2014	05/29/2015	\$0	No Funding Required	Principal 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	01/05/2015	05/29/2015	\$0	No Funding Required	District CEP Committee, Principal and Teachers

Measurable Objective 2:

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, Principal, 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 Administrator

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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	09/01/2015	\$0	No Funding Required	District Office and Principal
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, Principal, and Teachers
Activity - Enduring Skills and Student Growth Professional 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, Principal, Teachers and SESC Coaches

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awards Day	Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year.	Policy and Process	08/04/2014	04/28/2015	\$600	PTC and Principal
FLASH - Reading Instruction	FLASH will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one on one small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/04/2014	04/28/2015	\$33750	Teachers, Principal, District Grant Coordinator
FLASH Math Instruction	FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/04/2014	04/28/2015	\$33750	Teachers, Principal, District Grant Coordinator
Grading Period Incentives	PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement	09/01/2014	04/28/2015	\$400	Parent and Teacher Connection
Stakeholders	The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Ed. Newspaper.	Community Engagement	08/04/2014	04/28/2015	\$150	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE coordinator, Matthew Ratliff First Priority leader and Principal
Reading Incentives	Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/04/2014	04/28/2015	\$1000	Principal, Teachers, FRC, PTC, Reading Recovery

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RTA teacher/Math Intervention	RTA teacher uses in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/04/2014	04/28/2015	\$0	Teachers, RTA teacher, MIT teacher, Principal
Total					\$69650	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Transition	At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/06/2015	04/28/2015	\$150	Preschool Staff, Kindergarten staff and Principal
RTI	Teachers will receive updated training on the RTI Process. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program	08/07/2014	05/07/2015	\$250	Tilte I teachers and classroom teachers
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
Digital Learning	Train teachers in using and integrating digital resouces that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Reading Eggs, Smart Response System.	Technology	08/04/2014	04/28/2015	\$800	Teachers, Principal
Total					\$2200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Enduring Skills and Student Growth Professional 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, Principal, Teachers and SESC Coaches
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	05/29/2015	\$0	District Office
Curriculum Development	Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning	08/07/2014	05/07/2015	\$0	Teachers, Principal
Curriculum planning	Teacher will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games on Ipads, and teacher resource books to raise the reading and math scores.	Other	08/04/2014	04/28/2015	\$0	Principal, Teachers
Internal Program review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/04/2014	04/28/2015	\$0	Teachers, Family Resource, Principal, SBDM Council
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, Principal, and Teachers
Data Analysis-Teacher Evaluations	Principal 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	09/09/2014	05/29/2015	\$0	Principal and Peer Observers
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process	01/05/2015	05/29/2015	\$0	District CEP Committee, Principal and Teachers
Data Analysis	Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and future plans for addressing weaknesses.	Policy and Process	08/04/2014	04/28/2015	\$0	Certified Staff and SBDM Council
Time Efficiency Study	Teachers, principal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/04/2014	04/28/2015	\$0	Teachers, Principal, other Certified Educators
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, Principal, and Peer Observers

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Screening	Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/04/2014	04/28/2015	\$0	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas
Homework	Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/04/2014	04/28/2015	\$0	K-6 Homeroom teachers
Strategies to Promote Success	Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Have them use the strategies with the help of the teacher until students can correctly use them. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/04/2014	04/28/2015	\$0	Teachers
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	09/01/2015	\$0	District Office and Principal
Reducing Barriers	Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns.	Policy and Process	08/04/2014	04/28/2015	\$0	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.
Instructional Development	Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other	08/04/2014	04/28/2015	\$0	Teachers
Vertical/Horizontal Alignment	Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/04/2014	04/28/2015	\$0	All certified staff
CIITS	Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process	08/04/2014	04/28/2015	\$0	Teachers, Principal

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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
Student Transition	Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/02/2015	04/28/2015	\$0	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal
SBDM Writing Policy	Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level.	Policy and Process	08/04/2014	04/28/2015	\$0	Teachers, District Writing Coach, Principal
High Expectations	Teachers will convey high expectations for ALL Students.	Policy and Process	08/04/2014	04/28/2015	\$0	All Teachers and Principal
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer 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	04/28/2015	\$0	Title I Community Liaison, Teachers, Principal
Family Reading/Math Night	The school hosts family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC staff, as well as, Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/04/2014	04/28/2015	\$1200	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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Total

\$1200

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 Administrator
Total					\$99	

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?

We would like to answer the following questions:

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

The data obtained by the Kentucky Performance Rating for Educational Progress assessment shows that Whitley North Elementary ranked at the 82th percentile while classifying as a Proficient/Progressing. Growth points for Math were above the district by 0.6%. and Reading were above the district by 3.4%, also we were above the state average in reading by 5.1 percentage points and below the state average in math by 3.5 percentage points. Achievement points for reading were 8.5 percentage points below the district average and 3.0 percentage points above the state average. Math points were 7.9 percentage points below the district average and 1.2 percentage points above the state average. Science points were 7.7 percentage points below the district average and 0.9 percentage points below the state average. Social Studies scores were 0.9 percentage points above the district average and 10.7 percentage points above the state average. Writing percentage points were 4.5 above the district average and 9.6 percentage points above the state level. In Language Mechanics our scores were 9.1 percentage points below the district average and 1.1 percentage points above the state average. Gap points were above the state by an average of 11.9 points in all subjects.

Student Performance Level Percents:

- 57.4% scored P/D in Reading with 17.5 novice
- 43.2% scored P/D in Math with 13.7 novice
- 71.8% scored P/D in Science with 2.6% novice
- 62.5% scored P/D in Social Studies with 4.2% novice
- 47.1% scored P/D in Writing with 6.9% novice
- 59.1% scored P/D in Language Mechanics with 18.3% novice

Disaggregated performance data reveals:

The Sixth Grade scored higher than all other levels in Reading and Math combined with 66.7 P/D and 5.6% Novice where as the Third Grade was the lowest in Reading and Math combined with 40.5% P/D and 23.85% Novice.

The Fourth Grade had 92.3% P/D with 2.6% Novice in Science.

The Fifth Grade had 85.4% P/D with 4.2% Novice Social Studies.

The Sixth Grade had the highest performance in Writing with 51.9% P/D and 5.6% Novice where as Fifth Grade had the lowest performance in writing with 41.7% P/D and 8.3% Novice.

Sixth Grade also had the highest performance in Lang. Mech. with 66.7 P/D and 20.4 Novice where as Fourth Grade was the lowest performing in Lang. Mech. with 48.7% P/D and 15.4% Novice.

The data/information does not identify areas of need according to common core standards. The data does not identify the questions that

students scored poorly on. We do not have access to the test or item analysis of the questions. Therefore, we cannot determine whether the test items were confusing or poorly worded. The data doesn't identify students' scores by individual teacher.

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?

One of our strongest areas is in Science at the fourth grade level. In Science, our students scored a combined 92.3 percent at the Proficient/Distinguished level with only 2.6 percent scoring Novice. Our fourth grade teachers are wonderful strategizers in the area of Science instruction. They utilize the textbook in daily learning but go above and beyond that level on a regular basis. They use small group hands-on projects to allow students to learn from each other and motivate each other to succeed. We have a designated time for fourth grade students to go to the science lab. Many activities and projects are completed throughout the year individually as well. The students enjoy seeing everyone's projects and are further motivated to accomplish more with the next one. Science lesson objectives will continue to be directly linked to Core Content standards. Another area that we have shown a lot of growth in is Writing. Our writing score is 4.5 percentage points above the district level and 9.6 percentage points above the state level. We have previously utilized our Title I teacher to develop a school-wide writing program. This is a comprehensive program encompassing students in kindergarten through sixth grade to encourage them to perform some type of writing on a daily basis. The students are becoming more and more familiar with writing for enjoyment and therefore are more comfortable writing on demand.

Opportunities for Improvement

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

Kentucky's system of accountability now allows us to easily identify areas in need of improvement. Many hours of professional development have gone into better preparing our staff to understand the nuances of the different areas of the accountability system. However, we continually feel the need to better our understanding so that we may improve the achievement level of our students. One area of needed improvement identified by the KPREP exam was in that of Math. Achieved points in Math for our school were 7.9% below the district average and 1.2% below the state average. The population of fourth grade students only had 28.2 % scoring at the Proficient/Distinguished level with 25.6% novice. We must strive to increase the percentage of student population scoring in the Proficient/Distinguished range and decrease the percentage scoring Novice. In order to achieve this improvement in scores we will increase the amount of Math instruction and student research by expanding the amount of hands-on learning accomplished by Math labs with our title I teacher. Teachers will be attending professional development regarding the best ways to increase student attention to task and motivation through Math projects. Teachers will utilize small group differentiated instruction inside the classroom to maintain intrinsic motivation and schedule off campus field trips so that students may explore career opportunities in the area of Math and to extrinsically motivate students to want to succeed. Teachers will collaborate weekly during Professional Learning Committees, identifying targeted areas needing improvement to further enhance instruction. The principal will closely monitor Math instruction, time and differentiation through approval of weekly lesson plans and daily observation. We would also like to identify the area of third grade Reading and Math combined as in need of improvement. The scores for Reading/Math combined in Third Grade were lowest in the school at only 40.5 percent with Proficient/Distinguished scores and 23.8 percent with Novice scores. We will target this area in much the same way as Math. Teachers will be attending rigorous professional development to further define the strategies of differentiated and small group instruction. Also, Title I instructional time will be significantly increased for the third and fourth grade population and a targeted system of intervention implemented for those students scoring in the lower range but deemed average by the Response to Intervention process using the Aimsweb system.

Conclusion

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

After a thorough review and disaggregation of the data provided by the the Kentucky Performance Rating for Educational Progress (KPREP) assessment, we have identified two main areas as the focal points for improvement for the 2014-15 school year. These areas are the area of Math in fourth grade and third grade Reading/Math combined. Our staff will be attending stringent professional development training in the areas of differentiating and small group instruction to enhance student motivation and further develop student independence and problem solving abilities. Weekly Professional Learning Committee meetings will be held to allow teachers to collaborate and brainstorm strategies that work best with their students. Not only will teachers be strengthening time tested strategies used in their classrooms but also introducing new and innovative strategies that allow students to work at their own level to improve learning in lower level learners but also challenge higher level learners. Our strategies in areas of strength such as Science achievement will continue to be utilized along with the chosen textbook series and supplemental resources. Our Title I teacher will continue to be useful in the coordination of our school-wide writing program; however, classroom teachers will take a more prominent initiative in the instruction of Language Mechanics as we would like to see a healthy increase in that area. The Title I teacher will also be focusing more on intervention strategies in Reading/Math for those lower level learners in the third grade.

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?

Larry Brown- Principal

Amanda Long- Kindergarten Lead Teacher

Becky Barnett- 1st Grade Lead Teacher

Barb Bunch- 2nd Grade Lead Teacher

Nicki Bryant- 3rd Grade Lead Teacher

Erika Gaylor- 4th Grade Lead Teacher

Lisa Inman- 5th Grade Lead Teacher

Will Hackler- 6th Grade Lead Teacher

Whitley County North Elementary Teachers

Sherry Paul- Family Resource Center Director

FLASH 21st CCLC Advisory Council

Math Intervention Teacher, Jennifer Prewitt

Read to Achieve Teacher, Melinda Claxton

Reading Recovery Teacher, Donna Bunch

Family Resource Advisory Council

Site Base Decision Making Council Members: Becky Barnett (teacher), Amanda Long (teacher), Dawna Grimes (teacher), Diane Philpot (parent), Tina Vanzant (parent)

Relationship Building

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

Overall Rating: 3.29

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
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

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	Statement or Question	Response	Rating
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: 2.71

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

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

	Statement or Question	Response	Rating
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

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

Advocacy

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: 2.83

	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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

Learning Opportunities

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

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

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

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

Community Partnerships

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

Overall Rating: 3.0

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	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.

One of our areas of strength is Relationship Building.

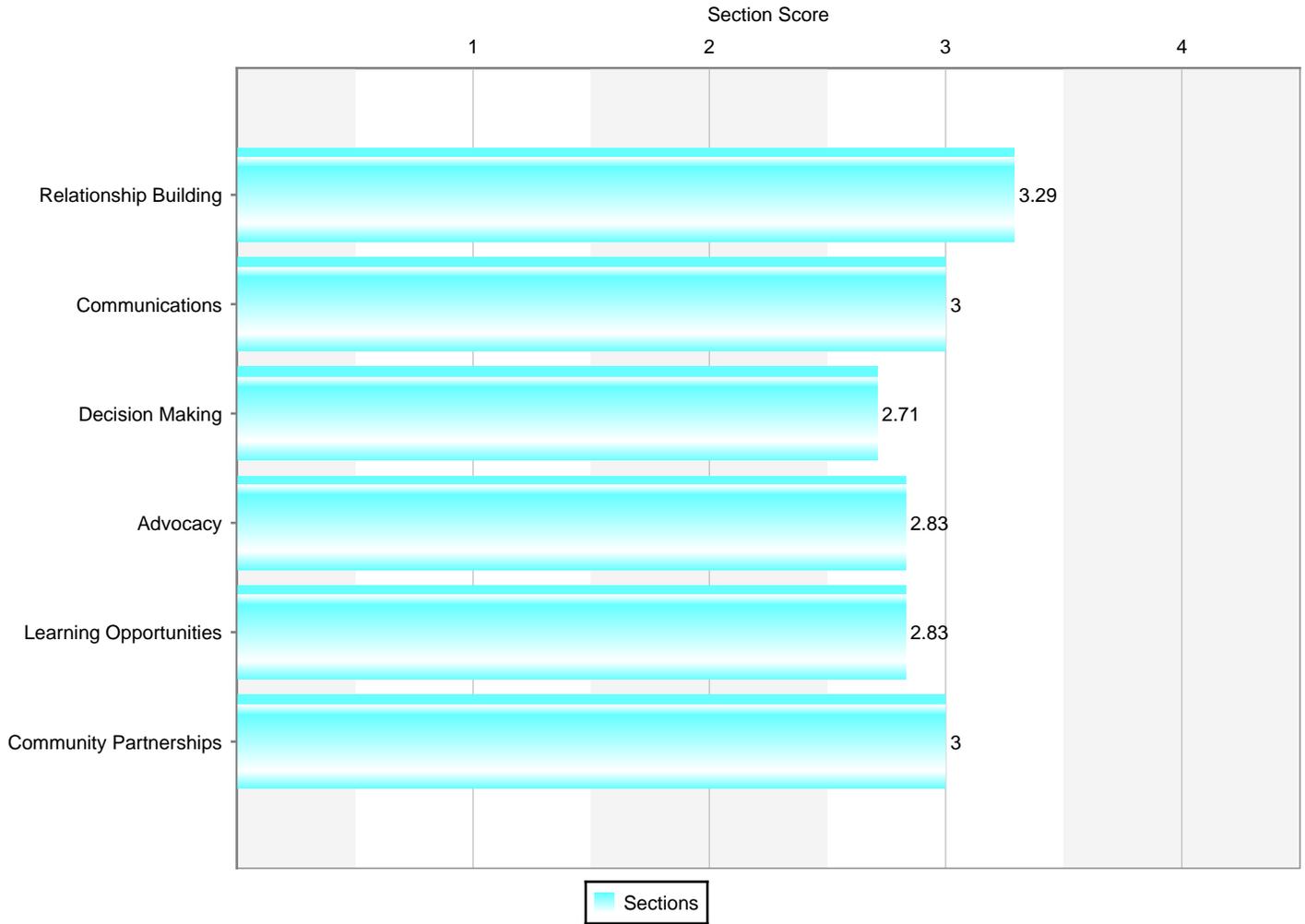
The area in need of improvement is Decision making.

Actions we are implementing to sustain Relationship Building are to continue to implement systematic steps to welcome the parents of new and ESL students through home visits, personal calls, letters, open houses, and Alert Now calls. In addition all school staff will continue to encourage continuous and meaningful communication with all parents about their student's academic goals and progress. Furthermore, school staff will identify family interests, needs and barriers and provide services to ensure academic success.

Plans to make improvement in Decision making include our school council and committees to facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, and parent input. Also recruit enough parents to have at least 40% of parents voter is SBDM parent election. In addition, our school will have parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and taking input through surveys, meetings, and varied other methods. Furthermore, our staff identifies new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTC calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTC facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County North Elementary. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

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

* Students' needs are being addressed by reviewing the plan

* Technology and equity are embedded in the CSIP

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- * Funding is appropriately monitored

- * Professional development is appropriately implemented

- * The implementation and impact checks are being completed

- * The plan is amended or updated based on student needs

- * Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

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

The SBDM counsel parent members Diane Philpot and Tina Vanzant were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

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

- * Technology and equity are embedded in the CSIP

- * Funding is appropriately monitored

- * Professional development is appropriately implemented

- * The implementation and impact checks are being completed

* The plan is amended or updated based on student needs

* Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

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

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The comprehensive needs assessment are reviewed in our PLC's/Common Planning time. Also on Early Release Day: 10/8/13 and on staff PD day: 11/4/14	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	MAP, Measure of Academic Progress, Differentiated Instruction 8/4/14	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	We implement preschool transitions by having parent meeting with preschool parents, preschool teachers, Kindergarten teachers and the principal.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	For Reading intervention our school utilizes Reading Recovery, Comprehensive Intervention Model and Houghton, Mifflin and Harcourt Reading Intervention. For math we use Number Worlds intervention. (daily routine)	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Applicants apply at the Board of Education, then only applicants with highly qualified credentials are sent to Whitley County North Elementary where they are reviewed thoroughly. Then, interviews are conducted per site-based policy.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	The Board of Education only sends applicants that meet the outlined requirements of KDE.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parents are notified of events by: All Call System, Radio announcements, District and school web-site, Open House, Family Math/Reading Nights, Parent/Teacher Conferences, Infinite Campus to obtain student's grades.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	CIITS, Differentiated Instruction, PLC, MAPS, TPGES	

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 with ongoing monitoring of CSIP as well as PLC (Weekly), Teachers Meetings (Bi-weekly)	

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	MAPS Testing is completed three times a year. The results are reviewed at the beginning of the school year to determine individual student needs. Also, scores are re-evaluated in December after the 2nd round of map testing. The results will determine their needs and class changed to meet them.	

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	SRA Reading, Corrective Reading, Reading Recovery, CIM Groups, RTA (Read to Achieve) MIT (Math Intervention Teacher)	

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	Enrichment classes including intervention reading, Intervention math, and 21st Century After School Programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	WCNE offers enrichment classes for grades K-6 that focuses on individual needs whether it be reading or math. The students that have an intervention class also have the regular core content class during the school day.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	21st Century Guest Speakers	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Special Programs Character Ed. 21st Century	

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	PLC's AIMS Web RTI monitoring CIITS	

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		

KDE Comprehensive School Improvement Plan

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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 Teacher Conference, Family Reading and Math Night monthly, FRC Parent Meetings	

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	Records of Professional Development can be found on ePD.	

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	Annual Evaluation on 10/8/14 and 11/4/14 implementation of comprehensive improvement plan and student achievement.	

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	Current school year CSIP stakeholders examine school website linked to the Whitley District Website.	

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	All teachers are highly qualified.	

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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	School provides PD for staff based on a comprehensive needs assessment, which included a review of academic achievement data.	

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	None of these positions are listed on the Title I Ranking Report.	

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	School ensures all paraeducators with instructional duties that involve targeted students are under direct supervision of a highly qualified class teacher.	

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

Label	Assurance	Response	Comment	Attachment
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	School ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.	

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

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

KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Label	Assurance	Response	Comment	Attachment
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:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 demonstrate a proficiency in reading and math by 05/07/2015 as measured by increasing the overall delivery target for the achievement gap to 57.2.

Strategy1:
 Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education.

Category: Stakeholder Engagement

Research Cited:

Activity - PAVE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer 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	04/28/2015	\$0 - Title I Part A	Title I Community Liaison, Teachers, Principal

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Whitley County North Elementary School

Activity - Family Reading/Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school hosts family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC staff, as well as, Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement			08/04/2014	04/28/2015	\$1200 - Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

Strategy2:

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

Category: Continuous Improvement

Research Cited: RTA/MIT

Activity - RTA teacher/Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teacher uses in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program			08/04/2014	04/28/2015	\$0 - Other	Teachers, RTA teacher, MIT teacher, Principal

Strategy3:

Best Practice - Struggling learners will master new academic skills.

Category: Continuous Improvement

Research Cited:

Activity - High Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will convey high expectations for ALL Students.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	All Teachers and Principal

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Activity - Strategies to Promote Success	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Have them use the strategies with the help of the teacher until students can correctly use them. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.</p>	Direct Instruction			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers

Strategy4:

Digital Learning - Integrate digital content into curriculum

Category: Integrated Methods for Learning

Research Cited:

Activity - Digital Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Reading Eggs, Smart Response System.</p>	Technology			08/04/2014	04/28/2015	\$800 - General Fund	Teachers, Principal

Strategy5:

RTI - Students will be identified through universal screening that need more intense instructional and monitoring in math and reading.

Category: Continuous Improvement

Research Cited:

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Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on the RTI Process. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program			08/07/2014	05/07/2015	\$250 - General Fund	Tilte I teachers and classroom teachers

Strategy6:

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

Category: Learning Systems

Research Cited:

Activity - Instructional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers

Activity - Vertical/Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	All certified staff

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning			08/07/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principal

Goal 2:

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

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Measurable Objective 1:

collaborate to ensure a 90% or above overall rating by 05/04/2015 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: Stakeholder Engagement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Principal, other Certified Educators

Goal 3:

Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/29/2015 as measured by the number of teachers who have engaged in PGES Professional Learning.

Strategy1:

Professional Growth and Effectiveness System - We will use the developed media presentation for each domain of the PGES to train our teachers. We will use the media presentation during PLC's and/ or teachers' meetings.

Category: Continuous Improvement

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			08/04/2014	01/30/2015		Principal

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Activity - Peer Observer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observer Training consists of three online modules that teachers must complete before observation.	Professional Learning			08/04/2014	10/01/2014		Principal

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KY Framework for Teaching webcasts will include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice. Teachers will be given time during PLC's/Faculty meeting.	Professional Learning			08/04/2014	01/23/2015		Principal

Measurable Objective 2:

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).

Strategy1:

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

Research Cited:

Activity - Student Voice Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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, Principal, and Teachers

Activity - Observer Certification and Calibration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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 Administrator

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Activity - Peer Observer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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, Principal, and Peer Observers

Activity - Certified Evaluation Plan Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	09/01/2015	\$0 - No Funding Required	District Office and Principal

Activity - Edviation/Other Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning			07/29/2014	06/30/2015	\$1000 - General Fund	District Office, Principal and Teachers

Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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, Principal, Teachers and SESC Coaches

Activity - New Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

Measurable Objective 3:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/29/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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Activity - CEP Updates	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data.	Policy and Process			01/05/2015	05/29/2015	\$0 - No Funding Required	District CEP Committee, Principal and Teachers

Activity - Teacher Observations/Evaluations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process			07/01/2014	05/29/2015	\$0 - No Funding Required	District Office

Activity - Data Analysis-Teacher Evaluations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal 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			09/09/2014	05/29/2015	\$0 - No Funding Required	Principal and Peer Observers

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process			03/02/2015	04/28/2015	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement			04/06/2015	04/28/2015	\$150 - General Fund	Preschool Staff, Kindergarten staff and Principal

Strategy2:

Reading initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other			08/04/2014	04/28/2015	\$1000 - Other	Principal, Teachers, FRC, PTC, Reading Recovery

Strategy3:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Internal Program review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy4:

CIITS - Monitor CIITS participation to increase usage school wide.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Principal

Strategy5:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher-order thinking.

Category: Integrated Methods for Learning

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

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

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Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Ed. Newspaper.	Community Engagement			08/04/2014	04/28/2015	\$150 - Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE coordinator, Matthew Ratliff First Priority leader and Principal

Strategy6:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly.

Category: Continuous Improvement

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

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are indentified as having attendance concerns.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year.	Policy and Process			08/04/2014	04/28/2015	\$600 - Other	PTC and Principal

Activity - Grading Period Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement			09/01/2014	04/28/2015	\$400 - Other	Parent and Teacher Connection

Strategy7:

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

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parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Research Cited:

Activity - FLASH Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Activity - FLASH - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one on one small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Strategy8:

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

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

Strategy9:

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

Category: Continuous Improvement

Research Cited:

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and future plans for addressing weaknesses.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Certified Staff and SBDM Council

Activity - Curriculum planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games on Ipads, and teacher resource books to raise the reading and math scores.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Principal, Teachers

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process			03/02/2015	04/28/2015	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

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Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement			04/06/2015	04/28/2015	\$150 - General Fund	Preschool Staff, Kindergarten staff and Principal

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas

Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - FLASH Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

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Activity - FLASH - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one on one small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Strategy3:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly.

Category: Continuous Improvement

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

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year.	Policy and Process			08/04/2014	04/28/2015	\$600 - Other	PTC and Principal

Activity - Grading Period Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement			09/01/2014	04/28/2015	\$400 - Other	Parent and Teacher Connection

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are indentified as having attendance concerns.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

Strategy4:

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

Category: Continuous Improvement

Research Cited:

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Activity - Curriculum planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games on Ipads, and teacher resource books to raise the reading and math scores.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and future plans for addressing weaknesses.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Certified Staff and SBDM Council

Strategy5:

CIITS - Monitor CIITS participation to increase usage school wide.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Principal

Strategy6:

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

Category: Continuous Improvement

Research Cited:

Activity - Internal Program review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

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Strategy7:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher-order thinking.

Category: Integrated Methods for Learning

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

Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Ed. Newspaper.	Community Engagement			08/04/2014	04/28/2015	\$150 - Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE coordinator, Matthew Ratliff First Priority leader and Principal

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

Strategy8:

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

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

Strategy9:

Reading initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Research Cited:

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Activity - Reading Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other			08/04/2014	04/28/2015	\$1000 - Other	Principal, Teachers, FRC, PTC, Reading Recovery

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement			04/06/2015	04/28/2015	\$150 - General Fund	Preschool Staff, Kindergarten staff and Principal

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process			03/02/2015	04/28/2015	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

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Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy1:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - FLASH Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

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Activity - FLASH - Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skill in one on one small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular			08/04/2014	04/28/2015	\$33750 - Other	Teachers, Principal, District Grant Coordinator

Strategy2:

Reading initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other			08/04/2014	04/28/2015	\$1000 - Other	Principal, Teachers, FRC, PTC, Reading Recovery

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Kindergarten Teachers, Lori Nantz, Jeanette Smith and Sulia Douglas

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Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement			04/06/2015	04/28/2015	\$150 - General Fund	Preschool Staff, Kindergarten staff and Principal

Activity - Student Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process			03/02/2015	04/28/2015	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool extension office and Principal

Strategy4:

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

Category: Continuous Improvement

Research Cited:

Activity - Curriculum planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games on Ipads, and teacher resource books to raise the reading and math scores.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments and MAP assessment) and report a summary to SBDM as to their findings and future plans for addressing weaknesses.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Certified Staff and SBDM Council

Strategy5:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - SBDM Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

Strategy6:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will use creativity and careful selection when making homework assignments. Assignments will be a cumulative review in nature to promote mastery and require an application of previously learned skills to promote higher-order thinking.

Category: Integrated Methods for Learning

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

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

Activity - Stakeholders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. PRIDE will continue to be a part of the school's outside collaboration. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects and information in the District Ed. Newspaper.	Community Engagement			08/04/2014	04/28/2015	\$150 - Other	Mr. David Perry 4H Coordinator, Jennifer Prewitt PRIDE coordinator, Matthew Ratliff First Priority leader and Principal

Strategy7:

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

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Internal Program review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy8:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly.

Category: Continuous Improvement

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

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year.	Policy and Process			08/04/2014	04/28/2015	\$600 - Other	PTC and Principal

Activity - Reducing Barriers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Sherry Paul FRC Coordinator, Patrick Bowlin DPP, and Certified Staff.

Activity - Grading Period Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow.	Community Engagement			09/01/2014	04/28/2015	\$400 - Other	Parent and Teacher Connection

Strategy9:

CIITS - Monitor CIITS participation to increase usage school wide.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Principal

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 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
demonstrate a proficiency in reading and math by 05/07/2015 as measured by increasing the overall delivery target for the achievement gap to 57.2.

Strategy1:
Reading and Math Initiative - To improve the literacy gap, teachers, principal, Reading Recovery teacher and Read to Achieve (RTA) teacher will review Renaissance Place STAR Early Literacy Reports to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Research Cited: RTA/MIT

Activity - RTA teacher/Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teacher uses in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program			08/04/2014	04/28/2015	\$0 - Other	Teachers, RTA teacher, MIT teacher, Principal

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Strategy2:

Digital Learning - Integrate digital content into curriculum

Category: Integrated Methods for Learning

Research Cited:

Activity - Digital Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Reading Eggs, Smart Response System.	Technology			08/04/2014	04/28/2015	\$800 - General Fund	Teachers, Principal

Strategy3:

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

Category: Learning Systems

Research Cited:

Activity - Curriculum Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.	Professional Learning			08/07/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Vertical/Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	All certified staff

Activity - Instructional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers

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Strategy4:

Best Practice - Struggling learners will master new academic skills.

Category: Continuous Improvement

Research Cited:

Activity - High Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will convey high expectations for ALL Students.	Policy and Process			08/04/2014	04/28/2015	\$0 - No Funding Required	All Teachers and Principal

Activity - Strategies to Promote Success	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Have them use the strategies with the help of the teacher until students can correctly use them. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.</p>	Direct Instruction			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers

Strategy5:

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

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Family Reading/Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school hosts family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC staff, as well as, Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement			08/04/2014	04/28/2015	\$1200 - Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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 and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer 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	04/28/2015	\$0 - Title I Part A	Title I Community Liaison, Teachers, Principal

Strategy6:

RTI - Students will be identified through universal screening that need more intense instructional and monitoring in math and reading.

Category: Continuous Improvement

Research Cited:

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Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive updated training on the RTI Process. Students who have been identified as high, at-risk will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions.	Academic Support Program			08/07/2014	05/07/2015	\$250 - General Fund	Tilte I teachers and classroom teachers

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

Goal 1:

Increase the averaged combined reading and math K-prep scores for Whitley North Elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP score by 04/28/2015 as measured by 68.4% delivery target.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Internal Program review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program			08/04/2014	04/28/2015	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

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 7, 2013	

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

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	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 http://www.lrc.ky.gov/kar/815/010/060.htm 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 http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		