



KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Whitley County

**Brandon Anderson, Principal
520 Boulevard Of Champions
Williamsburg, KY 40769**

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Whitley County Central Primary is located on the main campus off 25W in Williamsburg (opened in August 1989). Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,637 people. It is 98.2% white, 4% black, 4% Indian or Asian, 1% Hispanic, and 1% multiracial. According to the 2010 census, the per capita income in past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Seventy-nine percent of our students qualify for free or reduced lunch.

The primary school is a feeder school for Whitley Central Intermediate School. Our school boasts the largest primary enrollment of all elementary schools in the district; currently housing approximately 463 students preschool through grade 2. Our school has a 5.36% mobility rate, and 20.30% of students qualify for special education. In addition, 20.9% of students are identified for the primary talent pool for Gifted and Talented. The students are served by one principal, 20 homeroom teachers, 20 instructional assistants, a librarian, three special education teachers, one FMD teacher, a physical education teacher, a fine arts teacher, a speech/language pathologist, a family resource director, a school nurse, two office clerks, six cooks, and four custodians. The Accelerated Reader (AR), Reading Recovery, Comprehensive Intervention Model (CIM), Read to Achieve, Math Intervention, Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children & 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided tutoring services during the week. The staff of Whitley County Central Primary believes that every student can learn.

School's Purpose

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

The Whitley County Central Primary School staff believes that every student can learn. It is our responsibility to enhance learning. Through partnership of parents, communities and educators, our students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies.

We are proud of the opportunities afforded to ALL students at Whitley County Central Primary. After-school activities include tutoring, reading enhancement through Save the Children, CHANGE Program, and 21st Century Programs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional Programs include Early Interventions in Reading, Early Steps to School Success, Math Intervention, I CARE, Save the Children and Family Reading/Math Night. Our Save the Children program has been recognized as one of the top 4 in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated. 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.

Achievements: Our school has accomplished many notable achievements over the last three years.

The school is regularly the site of training for future teachers from the area universities. Whitley Central Primary has been recognized at the National Save the Children Conference as a Gold Star Award program, one of the top four in the nation. Our school hosts various grants for innovative programs such as Read to Achieve, Save the Children, Math Intervention program, I CARE, Early Steps to School Success, and the 21st Century program.

Last year, our school achieved Renaissance Learning Master Classroom Certification status in 15 classrooms. To qualify for a "master classroom," a class must have: [1] an average of 25 minutes of engaged reading time [2] 90% of students average at or above 85% on AR quizzes [3] over a 18 week period. These teachers are to be commended. For, as you know, this is a very elite accomplishment. This is a high percentage of certifications for one school and our teachers were commended for excellence. Students benefit from the on-line Renaissance Learning program by learning reading skills, comprehension skills, computer skills and learning to work as a team to contribute to the classroom certification.

Various areas of concerns & improvement plans: Teaching is a state of continuous improvement and our school is always exploring different methods to improve. For example, our teachers participate in training from the state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from MAP Test, Star Reading reports, and Program Review data to monitor student growth. Our Foster Grandparent Reading Programs, Save the Children, Read to Achieve, I CARE, Math Intervention, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

To improve our reading, our school will continue to implement "The Phonics Dance!" This is a quick and easy way for primary grade educators to teach phonics and increase students' reading and writing skills. It is multi-level learning at its best, and can provide success for all students, regardless of their developmental level. This is a nationally recognized program which is based on research. This six-step program offers learning through cost-free strategies that incorporate rhyme, movement and chant. Building on phonemic awareness, students become confident, successful writers. In the process they develop strong decoding skills through the use of "hunking and chunking" to build poise and fluency in reading.

To further differentiate reading instruction, our school will continue to implement Reading Eggs. It is a unique online site that specifies & reinforces needed reading skills. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

To encourage students to read and go beyond their AR goals, our staff will continue offering incentives. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

at the district level.

Our school will implement common student assessments using CIITS. The data from the CIITS program will allow teachers to monitor students' progress as well as mastery of standards. The Results column displays percentages, points correct out of points possible, and a color-coded score group. This will allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction.

Our school will continue to implement the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

Additional Information

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

In addition, the Whitley County Central Primary School's Cardinal Club provides supplemental instructional services to students to enhance their academic performance. Our clubs have over 120 students enrolled throughout the year. The clubs serve approximately 45 students per day. The after school program has four different clubs. The students receive snack and homework help in a homeroom, then rotate through different clubs through the week. The current clubs are Reading Inc., Math Mania, Fun & Games, and Lego Club. One of our goals are for students to participate in hands-on activities that incorporated reading, math, health and physical fitness to engage students and increase their knowledge levels. Another goal is for students to be given opportunities for student leadership and individual responsibility. We want students to be given academic enrichment activities that would expand on and enhance student learning through hands-on and interactive projects. The Cardinal Club provides the students with these unique cultural enrichment and recreational opportunities to which WCPS students would not otherwise have access.

2014-15 Goals and Plans

Overview

Plan Name

2014-15 Goals and Plans

Plan Description

Whitley Central Primary School Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify 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 52.2% in 2013 to 73.5% in 2017 as measured by the school report	Objectives: 1 Strategies: 7 Activities: 8	Organizational	\$4900
2	Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017	Objectives: 1 Strategies: 7 Activities: 14	Organizational	\$44000
3	The purpose of the TELL survey is to support sound educational policies and practices based on the views of teachers, principals and other certified educators in our public schools.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 52.2% in 2013 to 73.5% in 2017 as measured by the school report

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/06/2015 as measured by increasing the overall delivery target for the achievement gap to 62.8%.

Strategy 1:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress	Policy and Process	08/04/2014	05/06/2015	\$0	No Funding Required	Teachers, Principal, SBDM Council

Strategy 2:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category: Continuous Improvement

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the intervention strategies and student growth through weekly probes	Academic Support Program	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal

Strategy 3:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Category: Learning Systems

Activity - Predictive Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, SBDM council

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Strategy 4:

Math & Literacy Initiative - To improve the literacy gap, teachers, principal, and the Save the Children (STC) coordinator will review Renaissance Place STAR Early Literacy Reports & Reading Recovery test observation survey 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' norm-referenced scores to determine initial placement in the math initiative program. The selected students will take an additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Activity - Reading Rangers/Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) 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	05/01/2015	\$0	No Funding Required	Teachers, STC Coordinator, MIT, Principal

Strategy 5:

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

Category: Professional Learning & Support

Activity - Professional Growth & Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions (ie) KCTM-Math, Phonics Dance-Hunk & Chunks, and Phonics Dance-Writing. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning	08/04/2014	05/01/2015	\$1500	General Fund	Principal, Teachers, SBDM Council, BOE

Strategy 6:

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
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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	05/01/2015	\$0	No Funding Required	Title 1 Community Liaison, Teachers, Principal
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Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement	08/04/2014	05/01/2015	\$2400	Title I Part A	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach

Strategy 7:

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 area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology	08/04/2014	05/01/2015	\$1000	General Fund	Teachers, Principal

Goal 2: Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 delivery target.

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Strategy 1:

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

Category: Learning Systems

Activity - Grade Level Team Meetings	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	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal

Strategy 2:

Literacy 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	05/01/2015	\$1500	Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal

Strategy 4:

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
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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	05/01/2015	\$0	No Funding Required	Teachers, Principal
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Strategy 5:

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

Category: Early Learning

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 PR 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	05/01/2015	\$0	No Funding Required	Teachers, FRC, Principal, SBDM Council

Strategy 6:

Math & Literacy Initiative - The 21st Century Community Learning Centers Grant known as the Cardinal Club will provide supplemental instructional services to students to enhance their academic performance. Cardinal Club will provide cultural enrichment and recreational opportunities to students. Cardinal Club will also serve parents of participating children through adult education and family literacy activities to assist parents in becoming more active participants in their children's education.

Category: Continuous Improvement

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/04/2014	05/01/2015	\$42000	Other	Teachers, Principal, District Grant Coordinator

Activity - Cardinal Club Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club 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. Volunteers will serve as math tutors.	Extra Curricular	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Site Coordinator, Principal, District Grant Coordinator

Strategy 7:

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

Category: Early Learning

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Activity - Gather Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Define School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Share K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC (early childhood) community members	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Analyze BRIGANCE Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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Activity - ELLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/04/2014	05/01/2015	\$500	Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Goal 3: The purpose of the TELL survey is to support sound educational policies and practices based on the views of teachers, principals and other certified educators in our public schools.

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 05/01/2015 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: Professional Learning & Support

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	05/01/2015	\$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 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

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Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals and Peer Observers
Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	District Office and Administrators
Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, New Teachers
Activity - Edviation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluations for 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 - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	No Funding Required	District Office and Principals
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and Teachers
Activity - Enduring Skills and Student Growth 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, Principals, Teachers and SESC Coaches

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Measurable Objective 2:

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

Strategy 1:

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

Category: Professional Learning & Support

Activity - Teachers 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	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	District Office
Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, and Principals, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading/Math Night	The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement	08/04/2014	05/01/2015	\$2400	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach
Total					\$2400	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edivation/Other Professional Learning Opportunities	Based on observation and/or evaluations for 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 area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology	08/04/2014	05/01/2015	\$1000	Teachers, Principal
Professional Growth & Improvement	Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions (ie) KCTM-Math, Phonics Dance-Hunk & Chunks, and Phonics Dance-Writing. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning	08/04/2014	05/01/2015	\$1500	Principal, Teachers, SBDM Council, BOE
Total					\$3500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ELLN	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/04/2014	05/01/2015	\$500	Teachers, Principal, Preschool, Bell-Whitley Head Start
Reading Incentives	Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/04/2014	05/01/2015	\$1500	Principal, Teachers, FRC, PTO Officers, SBDM Council
Cardinal Club Reading Instruction	Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/04/2014	05/01/2015	\$42000	Teachers, Principal, District Grant Coordinator
Total					\$44000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Meetings	Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/04/2014	05/01/2015	\$0	Teachers, Principal
Gather Information	Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Data Analysis-Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys and anecdotal data	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, and Principals, and Teachers
Analyze BRIGANCE Data	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start

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Grade Level Team Meetings	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	08/04/2014	05/01/2015	\$0	Teachers, Principal
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, Principals, Teachers and SESC Coaches
Define School Readiness	Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Reading Rangers/Math Intervention	STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) 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	05/01/2015	\$0	Teachers, STC Coordinator, MIT, Principal
Internal program review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit PR 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	05/01/2015	\$0	Teachers, FRC, Principal, SBDM Council
Teachers Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines	Professional Learning	07/01/2014	06/30/2015	\$0	District Office
Analyze Data	Teachers and SBDM council review student performance data to monitor progress	Policy and Process	08/04/2014	05/06/2015	\$0	Teachers, 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, Principals and Teachers
Cardinal Club Math Instruction	Cardinal Club 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. Volunteers will serve as math tutors.	Extra Curricular	08/04/2014	05/01/2015	\$0	Teachers, Site Coordinator, Principal, District Grant Coordinator

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Learning Plan	Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Share K Screener Results	Develop a plan for disseminating results of the K screener to parents/EC (early childhood) community members	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
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, New Teachers
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	05/01/2015	\$0	Title 1 Community Liaison, Teachers, Principal
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	05/01/2015	\$0	Teachers, Principal, other Certified Educators
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	\$0	District Office and Administrators
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	District Office Staff, Principals and Peer Observers
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	05/01/2015	\$0	Teachers, Principal
Intervention	Monitor the intervention strategies and student growth through weekly probes	Academic Support Program	08/04/2014	05/01/2015	\$0	Teachers, Principal

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BRIGANCE Screener	Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Predictive Assessment	Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other	08/04/2014	05/01/2015	\$0	Teachers, Principal, SBDM council
Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	District Office and Principals
Total					\$0	

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?**

What question(s) are you trying to answer with the data and information provided to you? Are there school wide trends or grade wide trends? Are there big areas of concern school wide or per grade? Are there categories of weakness? To answer these questions, we do the following:

[1] "Look for the Big Picture"

We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help you identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities.

[2] "Examine Team-Level Data"

We look for categories of weakness and identify individual objectives; these are "intensive care" objectives. Compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade levels. Once we have identified areas of need by standards, we turn to the tests themselves and identify the questions that students scored poorly on. We determine whether the test items were confusing or poorly worded and be ready to help teachers analyze these items.

3. "Review the Data"

Each teacher receives a copy of the testing report for his or her own classes and a copy of the benchmark report showing the results for the entire grade level. Each teacher should use the reports to examine his or her students' performance and compare it to the overall grade level average.

What does the data/information tell you?

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, mathematics, science, social studies and writing. Each grade's demographic groups' performance levels are displayed by gender, ethnicity, Free/Reduced-Price, and disability. At WC Primary School, we focus on the basic skills of reading, writing, and math to build the students' foundation for future success. Therefore, we analyze the WCIS 3rd grade's reading and math data to help determine the effectiveness of our instruction. WCIS 3rd grade students are only tested in math and reading.

The following were the WCIS 3rd grade reading performance levels of the 104 students tested: 11.5% novice, 19.2% apprentice, 35.6% proficient, 33.7% distinguished. The data shows that 69.2% of students in 3rd grade were proficient/distinguished in reading. This was 9.4% points above the district average of 59.8% and 15.1% points above the state average of 54.1.

The following were the WCIS 3rd grade student math performance levels of the 104 students tested: 9.6% novice, 31.7% apprentice, 42.3% proficient, 16.3% distinguished. The data shows that 58.7% of students in 3rd grade were proficient/distinguished in math. This was 15.3% points above the district average and 12.9% above the state average of 45.8%.

Since the Primary grades (K-2) are not assessed using the K-PREP, we also focus our data analysis on Measures of Academic Progress (MAP) data. MAP supports our efforts to maximize kindergarten - grade 2 student learning. MAP creates a personalized assessment experience by adapting to each student's learning level. It gives assessment data and essential information about what each of our students knows and is ready to learn.

The following were the MAP FALL 2014 assessment for WCCP K-2 reading performance levels of the 350 students tested: 32% novice, 27% apprentice, 22% proficient, 20% distinguished. The data shows that 41% of students K-2 were proficient/distinguished in reading. The data shows that 59% of students K-2 were apprentice/novice in reading.

The following were the MAP FALL 2014 assessment for WCCP K-2 math performance levels of the 348 students tested: 39% novice, 30% apprentice, 28% proficient, 4% distinguished. The data shows that 32% of students K-2 were proficient/distinguished in math. The data shows that 68% of students K-2 were apprentice/novice in reading.

What does the data/information not tell you?

The K-PREP data/information does not identify areas of need according to common core standards. The data does not identify the questions that students scored poorly. We do not have access to the test or item analysis of the questions. Therefore, we can't determine whether the test items were confusing or poorly worded either. The data doesn't identify an individual teachers' students' scores.

The data/information does not tell you if the scores match the class room performance grades on the report card.

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?

What were the areas of strength you noted?

- 58.7 % of 3rd graders tested were proficient/distinguished in math.
- 69.2 % of 3rd graders tested were proficient/distinguished in reading.
- According to the WCIS 3rd grade student math performance levels of the 80 tested free/reduced-price students, 48.8% of students were proficient/distinguished in math. This was 13.2% points above the state average of 35.6%.
- According to the WCIS 3rd grade student reading performance levels of the 80 tested free/reduced-price students, 63.8% of students were proficient/distinguished in reading. This was 19.4% points above the state average of 44.4%.

What actions are you implementing to sustain the areas of strength?

Our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from MAP test, Star Reading reports, and Program Review data to monitor student growth. Our Foster Grandparent Reading Programs, Save the Children, Read to Achieve, I CARE, Math Intervention, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

What is there cause to celebrate?

Our school continues to be one of the top performing schools serving a high poverty area in the state. According to our Fall MAP scores, 23% of our kindergarten students scored proficient and distinguished in Math. 32% of our kindergarten students scored proficient and distinguished in Reading. Overall, kindergarten scored the highest in geometry.

According to our Fall MAP scores in first grade, 19% of our students scored distinguished in reading. 68% of our students scored proficient-apprentice in math. 49% of our students scored proficient-apprentice in reading.

According to our Fall MAP scores in second grade, 50% of our students scored proficient and distinguished in reading. The overall school wide data shows that we are closing the gap in instruction grade level to grade level. According to data, the number of students scoring proficient and distinguished has increased in math and in reading.

Opportunities for Improvement

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

What were areas in need of improvement?

Our school recognizes various areas of improvement according to our Fall MAP scores. To improve our reading, our school has implemented "The Phonics Dance!" This is a quick and easy way for primary grade educators to teach phonics and increase students' reading and writing skills. It is multi-level learning at its best, and can provide success for all students, regardless of their developmental level. This is a nationally recognized program which is based on research and meets the standards for the Leave No Child Behind Law. This six-step program offers learning through cost-free strategies that incorporate rhyme, movement and chant. Building on phonemic awareness, students become confident, successful writers. In the process they develop strong decoding skills through the use of "hunking and chunking" to build poise and fluency in reading.

To further differentiate reading instruction, our school has implemented Reading Eggs. It is a unique online site where children learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

To further differentiate reading instruction, our school has implemented a new reading series HM Journeys that covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The unique close reading routine builds better readers while also providing intervention for struggling students.

To encourage students to read and go beyond their AR goals, our staff is offering a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Preschool teachers are hosting vertical/horizontal curriculum meetings to align curriculum to ensure coverage of the common core standards at the district level.

Our school is also incorporating common assessments using CIITS. The data from the CIITS program will allow teachers to monitor students' progress. The results column displays percentages, points correct out of points possible, and a color-coded score group. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve our math, our school needs to offer more incentives for mathematic goals. We also need a digital curriculum in math to differentiate instruction to the individual students' needs. We also need to differentiate our instruction for higher level students. Therefore,

we'll provide "Math Facts in a Flash." Accelerated Math Fluency measures fluency within 71 levels of addition, subtraction, multiplication, division, squares, fractions, decimals, and percentages. It reveals how each student is progressing toward a benchmark or is responding to intervention, and targets specific areas for practice to optimize learning. It also keeps parents informed and allows students to practice math facts anywhere with internet access using Renaissance Home Connect. Ideal for students, Accelerated Math Fluency uses a variety of engaging tools to provide frequent, personalized practice. It eliminates paperwork, automatically scores students' work, and provides valuable performance data to support core instruction and intervention.

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

Create an Action Plan

The lead teacher asks the teachers to work together to decide how to revise their instruction for specific intensive care areas. Lead teachers can help by suggesting some of the following additional strategies for revising instruction.

- offer more incentives for mathematic goals
- digital curriculum in math to differentiate instruction to the individual students' needs
- differentiate math groups during learning centers
- incorporate math in center activities
- collaborate with the Math intervention teacher on instructional practices
- Item analysis with their students. Teachers and students look at specific questions and answers for frequently missed items on the benchmark tests.
- Group students by common weakness. Teachers can identify students who share common weaknesses and group them together for instruction. For some teams, using the first 45 minutes of the day or an instructional block as "reteach and review" time can be effective.
- Examine student work. Structure a team meeting session so teachers can look at the results of a lesson. They can share ideas about the reasons for the success or lack of success of that lesson.

Conclusion

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

Identify Resources

Choose four or five areas of weakness and find resources that address those areas. Prepare copies of activities, Web sites, and performance tasks for each teacher on the team. Keep in mind that the goal is to match intensive care objectives with additional strategies and materials.

For example, we will offer more incentives for mathematics goals, digital curriculum in math to differentiate instruction to the individual students' needs. differentiate math groups during learning centers, incorporate math in center activities, collaborate with the Math intervention teacher on instructional practices. Prepare to model a new strategy. If playing a game, will help teachers reteach students a specific skill, be prepared for the team to actually play the game during the session. If a web site offers a lesson that teaches the concepts in a new way, bring a computer to the meeting and guide the team of teachers through the site.

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?

Brandon Anderson, Principal

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Charlotte Bennett

21st Century Site Coordinator, Cindy Shelley

Cardinal Club 21st CCLC Advisory Council

Family Resource Advisory Council

Save The Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrey & Linda Watson

Read to Achieve Teacher, Debora Strunk

Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Bowman (teacher), Judy Petrey (parent), Shanna Sloan (parent)

Relationship Building

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

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report 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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

Communications

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

Overall Rating: 3.0

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

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

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

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

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

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

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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: 3.0

	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	Proficient

	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: 3.0

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

	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.

What were the areas of strength you noted?

Our areas of strength were communications & relationship building,.

What were areas in need of improvement?

Our area in need of improvement was learning opportunities.

What actions are you implementing to sustain the areas of strength?

Our school is implementing several actions to sustain the areas of strength. For example, to sustain communications, our school staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children by using classroom contracts, student assignment books, homework websites, and online grade books. In addition, our school staff offers varied ways that parents can share information with teachers about their children's learning needs by using phone and e-mail contacts, offering parent conferences, and making home visits. Furthermore, school staff implements systematic efforts to maximize parent-teacher conference participation by offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.

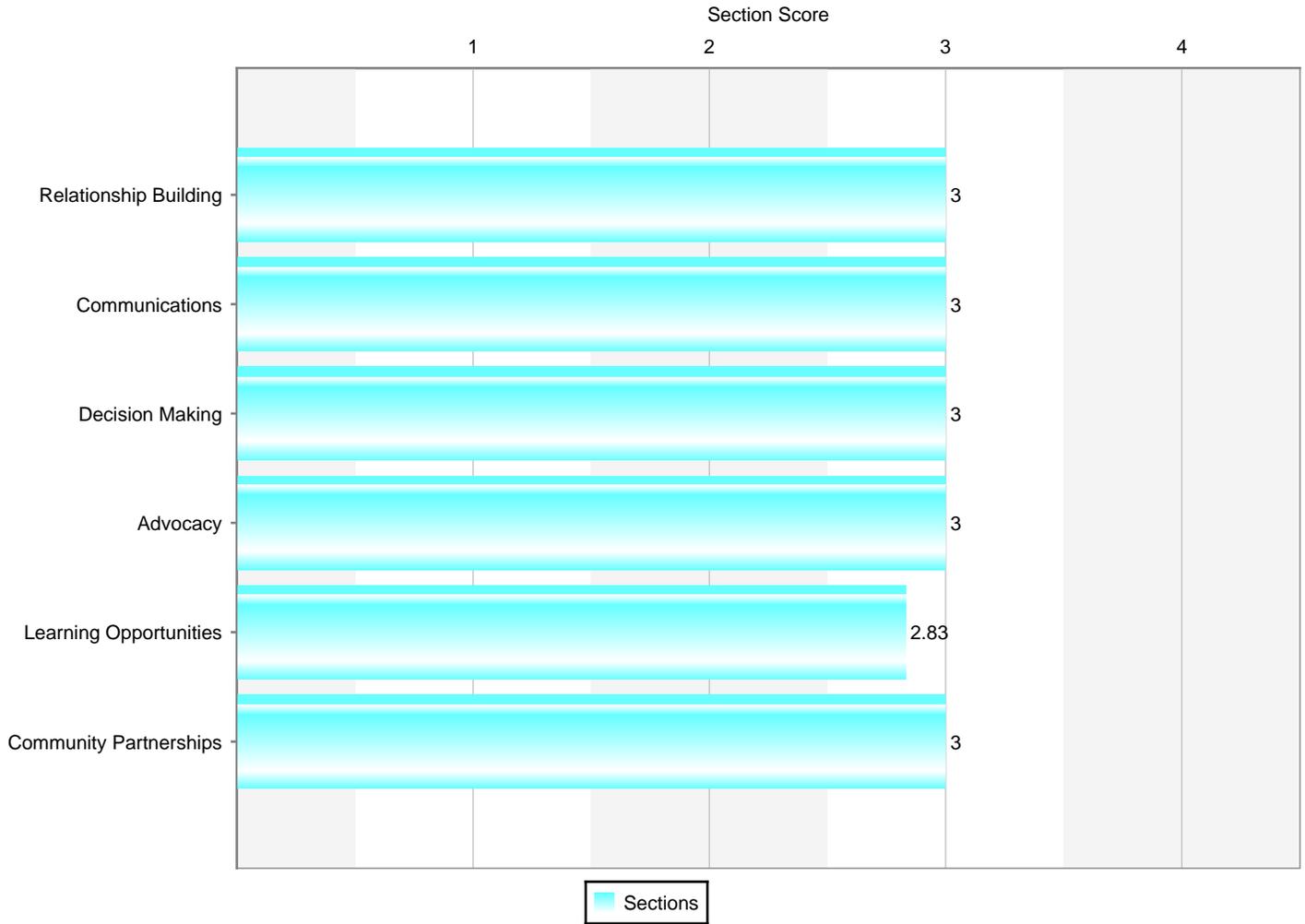
Our school is also implementing several actions to sustain the areas of strength in relationship building. For example, school staff implements systematic steps to welcome the parents of new and ESL students by using home visits, personal calls or letters, open houses, and/or other methods. In addition, our school staff continue to actively welcome parents and other stakeholders when they visit the school. Furthermore, school staff involves parents in personal communication about their students' progress at least once a month by using notes, phone calls, student reading logs, and progress reports.

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

Our area in need of improvement was learning opportunities. To improve learning opportunities, our school staff makes systematic use of written communications by using newsletters, web sites, and bulletin boards to help parents understand their own children's academic progress and the progress of school. In addition, our school staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. Furthermore, our school staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs through our PAVE program and our PTO organizations.

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 PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO 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 Central Primary School. 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
- 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 last Monday of each month at 4:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. 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 Judy Petrey and Shanna Doan were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Judy Petrey is the Family Resource Director at Whitley County Middle School. Shanna Doan is an employee at the University of the Cumberlands. 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 school conducted a comprehensive needs assessment on the early release day of October 8, 2014 and a PD on election day on November 4, 2014. The data was also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the data during PLC meetings.	

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	The school planned and developed instructional strategies to strengthen the core academic program on early release day on October 8, 2014 and on November 4, 2014. The strategies were also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the strategies during PLC meetings.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school planned and developed preschool transitional strategies on early release day on October 8, 2014 and on November 4, 2014. The preschool transition strategies were also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the preschool transition strategies during PLC meetings.	

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	The school planned and developed instructional strategies to provide additional instruction for students experiencing the greatest degree of difficulty on early release day on October 8, 2014 and on November 4, 2014. The additional instructional strategies were also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the additional instructional strategies during PLC meetings.	

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school planned and developed strategies to recruit and retain highly qualified teachers on early release day on October 8, 2014 and on November 4, 2014. The strategies were also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the strategies during PLC meetings	

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 school planned instruction by teachers who are Highly Qualified on early release day on October 8, 2014 and on November 4, 2014. The Highly Qualified report was also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the report during PLC meetings.	

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	Munis Reports	

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	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 through Parent Teachers Conferences on November 3, 2014 on the first semester and another Parent Teacher conference the second semester. The school also has SBDM Policy #33 "Parent Involvement."	

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

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

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	The school planned or provided appropriate professional development activities for staff members who will be serving students. All records of PD can be found on ePD.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The CSIP is updated annual and it is reviewed at check points throughout the year by SBDM council and changes are made when necessary.	

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	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.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school planned activities to coordinate and integrate with other federal, state, and local programs (Head Start, 21st Century, Save The Children, Read to Achieve, Math Intervention, Reading Recovery).	

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	The school planned activities that coordinate with and support the regular educational program (Family Reading & Math Nights).	

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	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 (Data Rooms, RTI monitored on AIMSweb, PLC meetings).	

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The school planned an annual evaluation on October 8, 2014 that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	

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	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) http://www.whitley.kyschools.us/Whitley_Board/centraloffice/consolidated.html	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified. However, all of our teachers are highly qualified.	

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	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.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	On the Title I Ranking Report, none of these positions are listed.	

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

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

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	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.	

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	The 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 para-educators working with targeted students 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.	

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:

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

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 05/01/2015 as measured by the TELL Survey that our school is a good place to work and learn.

Strategy1:

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

Category: Professional Learning & Support

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	05/01/2015	\$0 - No Funding Required	Teachers, Principal, other Certified Educators

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

Goal 1:

Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 delivery target.

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

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: Early Learning

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 PR 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	05/01/2015	\$0 - No Funding Required	Teachers, FRC, Principal, SBDM Council

Strategy2:

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

Category: Learning Systems

Research Cited:

Activity - Grade Level Team Meetings	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			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Math & Literacy Initiative - The 21st Century Community Learning Centers Grant known as the Cardinal Club will provide supplemental instructional services to students to enhance their academic performance. Cardinal Club will provide cultural enrichment and recreational opportunities to students. Cardinal Club will also serve parents of participating children through adult education and family literacy activities to assist parents in becoming more active participants in their children's education.

Category: Continuous Improvement

Research Cited:

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Activity - Cardinal Club Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular			08/04/2014	05/01/2015	\$42000 - Other	Teachers, Principal, District Grant Coordinator

Activity - Cardinal Club Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club 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. Volunteers will serve as math tutors.	Extra Curricular			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Site Coordinator, Principal, District Grant Coordinator

Strategy4:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal

Strategy5:

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

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - ELLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process			08/04/2014	05/01/2015	\$500 - Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Analyze BRIGANCE Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Share K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC (early childhood) community members	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Gather Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - BRIGANCE Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Define School Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Strategy6:

CIITS - Monitor CIITS participation to increase usage school wide .

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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	05/01/2015	\$0 - No Funding Required	Teachers, Principal

Strategy7:

Literacy 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	05/01/2015	\$1500 - Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

All children were screened for kindergarten readiness.

Goal 1:

Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 delivery target.

Strategy1:

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

Category: Early Learning

Research Cited:

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Activity - Gather Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - BRIGANCE Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process			08/04/2014	05/01/2015	\$500 - Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Share K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC (early childhood) community members	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Define School Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Analyze BRIGANCE Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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

Goal 1:

Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 delivery target.

Strategy1:

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

Category: Early Learning

Research Cited:

Activity - Define School Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Share K Screener Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC (early childhood) community members	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Analyze BRIGANCE Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process			08/04/2014	05/01/2015	\$500 - Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

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Activity - BRIGANCE Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Gather Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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

Goal 1:

Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:

demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 delivery target.

Strategy1:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Research Cited:

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Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Literacy 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	05/01/2015	\$1500 - Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

Strategy3:

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

Category: Learning Systems

Research Cited:

Activity - Grade Level Team Meetings	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			08/04/2014	05/01/2015	\$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 52.2% in 2013 to 73.5% in 2017 as measured by the school report

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/06/2015 as measured by increasing the overall delivery target for the achievement gap to 62.8%.

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Strategy1:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Category: Learning Systems

Research Cited:

Activity - Predictive Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, SBDM council

Strategy2:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category: Continuous Improvement

Research Cited:

Activity - Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the intervention strategies and student growth through weekly probes	Academic Support Program			08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal

Strategy3:

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

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth & Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions (ie) KCTM-Math, Phonics Dance-Hunk & Chunks, and Phonics Dance-Writing. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning			08/04/2014	05/01/2015	\$1500 - General Fund	Principal, Teachers, SBDM Council, BOE

Strategy4:

Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to

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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	05/01/2015	\$0 - No Funding Required	Title 1 Community Liaison, Teachers, Principal

Activity - Family Reading/Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement			08/04/2014	05/01/2015	\$2400 - Title I Part A	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach

Strategy5:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

Research Cited:

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Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress	Policy and Process			08/04/2014	05/06/2015	\$0 - No Funding Required	Teachers, Principal, SBDM Council

Strategy6:

Math & Literacy Initiative - To improve the literacy gap, teachers, principal, and the Save the Children (STC) coordinator will review Renaissance Place STAR Early Literacy Reports & Reading Recovery test observation survey 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' norm-referenced scores to determine initial placement in the math initiative program. The selected students will take an additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Research Cited:

Activity - Reading Rangers/Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) 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	05/01/2015	\$0 - No Funding Required	Teachers, STC Coordinator, MIT, Principal

Strategy7:

Digital Learning - Integrate digital content into curriculum.

Category: Integrated Methods for Learning

Research Cited:

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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 area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology			08/04/2014	05/01/2015	\$1000 - General Fund	Teachers, Principal

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

Goal 1:
Increase the average combined reading and math K-PREP scores for Whitley Central Elementary School students from 57.5% in 2013 to 76.4% in 2017

Measurable Objective 1:
demonstrate a proficiency increase in the averaged combined reading and math K-PREP scores by 05/01/2015 as measured by 67.0 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: Early Learning

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 PR 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	05/01/2015	\$0 - No Funding Required	Teachers, FRC, 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	September 30, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 20, 2014	

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		