



# **Comprehensive School Improvement Plan**

**Whitley County East Elementary School**  
**Whitley County**

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**Siler, KY 40763**

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.                      *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.                      **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).                      Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		WCEES School Equity Diagnostic Question 1

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

At present time, Whitley County East Elementary has an enrollment of 245 students. Data indicates that Whitley County East Elementary School has a minority population of 7 students, or 2.86% of our population. We have 0 ELL learners at this time. 229 or 93.85 % of our student population live at or below the poverty level and meet criteria for free or reduced meals. We have no KTIP teachers in our present faculty, nor any teachers who are teaching courses out of field. We do have three special education teachers who have taken special training to add FMD to their credentials. We presently have a faculty of twenty one dedicated educators. Five, or 23.80% of our faculty have 1-3 years experience in the classroom. Sixteen of our faculty, or 76.20% have four or more years experience in the classroom. The principal has just completed three years of experience, and is in the fourth year of service as an administrator. Nineteen, or 90.90% of our faculty feel that Whitley County East Elementary School is a good place to work and learn, per the most recent TELL KY survey.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Barriers Include:

- \* High poverty rate
- \* Need for more effective training focused on professional learning that addresses the number of students in lower socio-economic status, brain based learning.

Root Causes Include:

- \* Professional learning not aligned to educator need (learning for students of high poverty)
- \* Need to see more on-going professional development on brain based learning and teaching in high poverty areas.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		WCEES School Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## **Goal 1:**

Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.

## **Measurable Objective 1:**

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

## **Strategy1:**

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

Category: Learning Systems

Research Cited:

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Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

## Goal 2:

Utilize the TELL survey is to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90.9% to 92% who think that WCEES is a good place to work and learn.

### Measurable Objective 1:

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

### Strategy1:

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

Category: Other - Faculty survey

Research Cited:

Activity - TELL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All building level certified staff will participate in the 2015 TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2015	06/30/2017	\$0 - No Funding Required	Certified Faculty

Activity - Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty shall meet to discuss TELL when results are available and again annually in faculty meetings.	Other - Professional Learning	05/12/2017	10/27/2017	\$0 - No Funding Required	Principal, Certified Teachers

## Goal 3:

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

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

## Goal 4:

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

## Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

## Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Chief Academic Officer, Professional Development Coordinator, SBDM, and Principal

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Mr. Mike R. Partin, Principal, Parent, SBDMC Chairperson  
Mr. Roy Jones, Parent, SBDMC Member  
Mrs. Loretta Smith, Parent  
Mrs. Stephanie Rose, Parent, Volunteer  
Mrs. Cindy Hamblin, Grandparent, Teacher, SBDMC Teacher Member  
Mrs. Sherry Rhodes, Teacher  
Mrs. Kathy Ballew, FRC  
Mr. Chris Mahan, Parent, Clerk  
Mrs. Shawnda Lawson, Community Parent, Volunteer  
Mrs. April Middleton, Community Representative, Volunteer  
Mr. Brian Vanover, Parent, PTO  
Mr. Travis Rains, Parent, Volunteer  
Mrs. Connie Patterson, Instructional Assistant, Grandparent  
Mr. Travis Adkins, Teacher  
Mrs. Lauren Lawson, Teacher, Parent, PTO  
Mrs. Kayla Fox, Parent, Volunteer  
Mr. Jonathan Lawson, Teacher, PTO

**Relationship Building**

Overall Rating: 3.43

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

**Communications**

Overall Rating: 3.14

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

**Decision Making**

Overall Rating: 2.86

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

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

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

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

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

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

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

**Advocacy**

Overall Rating: 3.17

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

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

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

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

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

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

## Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

**Community Partnerships**

Overall Rating: 3.0

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	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

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

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

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

## Reflection

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

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

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

With regard to learning opportunities, Whitley County East Elementary ensures that families have multiple opportunities to understand how to support their child's learning. Family themed math and reading/literacy night events are held on average one time per month. Thanks to a Save the Children pilot sponsorship, our school is participating in several book give-a-ways of age appropriate fiction and non-fiction children's literature into homes. The school models vocabulary instruction and uses a strong school to home and home to school communication line to systematically grow, improve, and increase vocabulary. Newsletters showcase effective best practice resources and suggestions for parents in extending learning beyond the school setting. The school community is particularly adept at using technology as a motivational and learning tool to support student learning in programs such as Study Island and IXL, which may be accessed from home or school. Instructional field trips are scheduled, as are special events, such as career fairs and featured speakers in areas of expertise that may prove beneficial to our students. These speakers are from the surrounding community and include local professionals and business owners, as well as artisans, craftsmen, and various experts. One hundred percent of our sixth graders participate in the ILP process, to assist them with gaining insight into prospective careers and career pathways. Our school offers and actively publicizes Common Core related tutoring programs before and after school, with every grade level receiving at least one extra early morning computer lab appointment per week, and many children taking advantage of early morning Accelerated Reader time before school. We have a very active 21st Century

## Comprehensive School Improvement Plan

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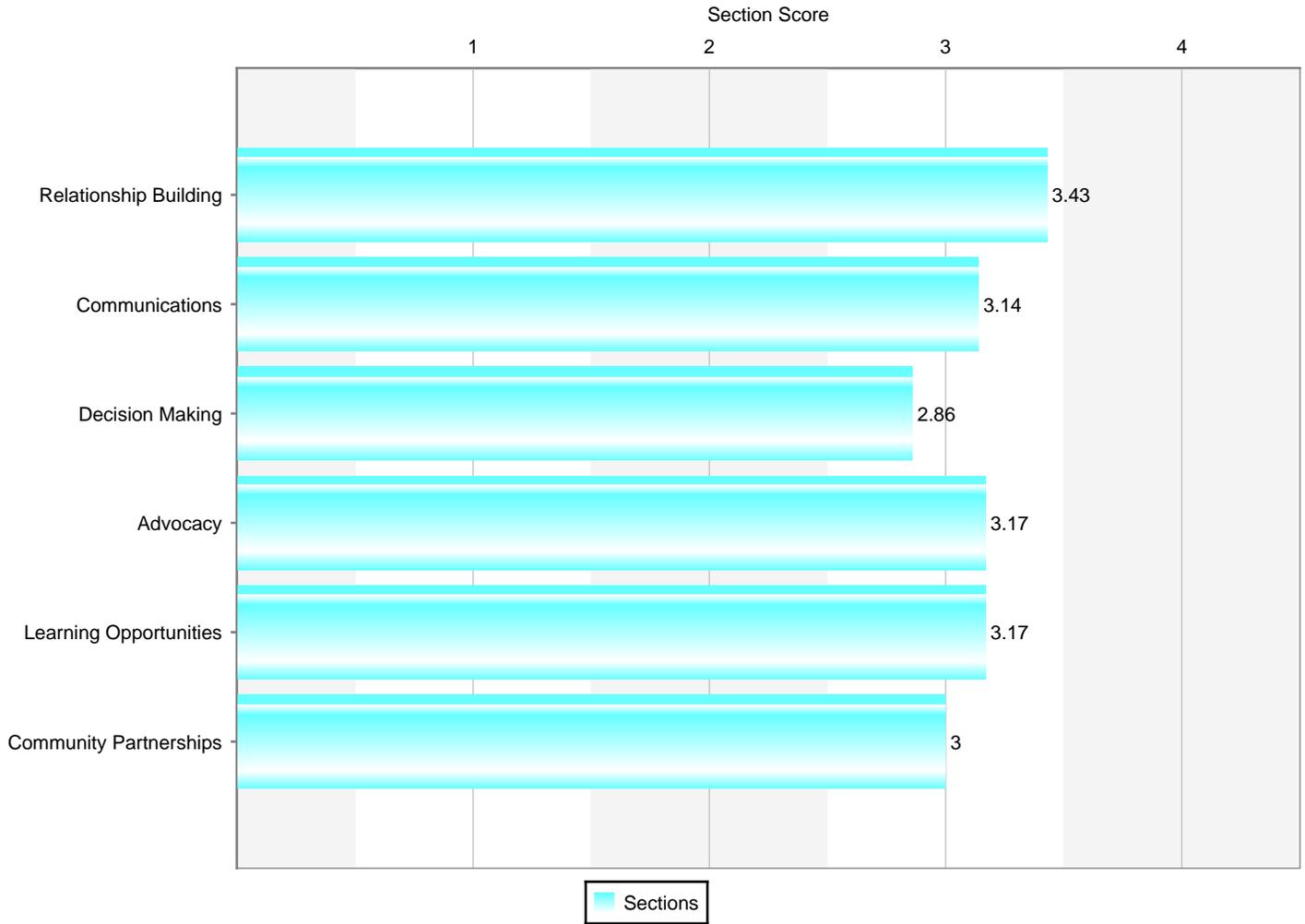
CCLC which provides not only enrichment activities, but many tutoring and curriculum rich programs, such as homework help as well as specific skills tutoring before and after school.

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

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

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Whitley County East Elementary utilizes several methods to communicate and encourage stakeholder interest, participation, and involvement in our Comprehensive Improvement Plan's development. Our policies, procedures, and practices reflect our belief that involvement of stakeholders is a key component in student success. Putting students first is a common thread in all that we do. Stakeholder involvement ensures that we can accomplish this goal. Meeting agendas are published in advance in a conspicuous place in our school, and notification of meetings is placed on social media as well as in our school newsletters.

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

The Site Based Decision Making Council and its various ad hoc and advisory committees is another process that encourages stakeholder involvement. The SBDMC provides leadership and guides the school. Parent members serve as liaisons to the community, keeping them informed of opportunities and invitations to share and express their ideas for improvement throughout the year as our plan is monitored and improved. The school's process of selecting parent and teacher members to council is in accordance to KRS160.345. Parent members are selected through a process conducted and created by PTO. A letter is sent home explaining the qualifications, timeline and process details along with a nomination form. The district's all-call system is used to notify all parents that the election process is underway. PTO officers confirm eligibility and compile a list of candidates for a scheduled election. PTO designates members to count the secret ballots and members are elected by plurality (most votes). Parent council members receive training from KDE that explains their role as part of a leadership team, which includes the responsibility of monitoring and increasing student achievement. Council voted on holding monthly meetings that accommodated most employed parents.

Teacher members of the Site Based Decision Making Council are selected by a process developed and conducted by teachers in accordance to KRS160.345. Non-council and non-candidacy teachers conduct the election process. All teachers assigned to the building are notified of the timeline, teacher eligibility requirements and the process; nominations are gathered, confirmed and compiled into a list of candidates. During a scheduled election, secret ballots are tallied under the supervision of the designated teachers. Members are selected by majority vote, plus one (one more vote than half). Teacher members receive training from KDE explaining their roles and responsibilities. Records show that council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. All S.B.D.M. Council meetings are conducted according to the Kentucky Open Meetings Law KRS 61.800- 61.850-61.991. This ensures all stakeholders are informed of opportunities to participate in the school's improvement process.

Another facet of stakeholder participation is through PTO monthly meetings. Teachers and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities. Monthly newsletters are generated that

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contain a variety of information for parents, which is also posted within the school and on the school webpage. Teachers send home weekly bulletins, notes, monthly calendars, and they continue to maintain a daily parent contact log. Our Family Resource Center (FRC) serves as a school liaison, while acting in the capacity to reduce non-cognitive barriers to student learning. A variety of workshops are conducted for parents/guardians, with several hosted by community volunteers and/or teachers. Home visits and phone calls are typical modes of contact, which serve as invitations to become involved in their child's school and education. FRC sponsors several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held that address numerous topics about what is happening in the school, including the Comprehensive School Improvement Plan. Community members and business partners are invited to and attend these meetings. Finally, Whitley County East Elementary conducts scheduled monthly faculty meetings, and weekly Professional Learning Community Meetings, with the principal and faculty sharing a meeting on a scheduled monthly basis, as needed or required. The CSIP is discussed and analyzed at these meetings, with input elicited for upcoming revisions, and progress noted. Other staff meetings are held on an as-needed basis. These sessions are conducive to teacher stakeholder sharing and problem solving, as well as opportunities for recognition and a vehicle for professional growth.

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

This year's S.B.D.M. Council parents are a lady and a gentleman, both of whom live in the community, but work in nearby areas. They each have children who attend our school. One is a nurse, and the other owns his own business and works as a master electrician. Two teacher members of the council hold a Rank I Certification, while the other holds a Master's Degree. Moreover, all three teacher members are veteran teachers. The Principal/Chairperson holds a Rank I certification, with several hours above, and has one child who attends Whitley County East Elementary. The principal has over 20 years of experience in the education profession, and is an active and enthusiastic participant in the school and community. Several of the teachers have grandchildren or other relatives who attend the school.

Our PTO officers are comprised of teachers, grandparent, and parent members who agree to serve as officers and work in the best interests of our classrooms and our students. The FRC Coordinator has a bachelor's degree and a strong business background, and she is a vital force in our community, often volunteering her time in various afterschool and summer clubs that help our students to become college and career ready. All are strongly vested in the school and community. These people serve in leadership roles. Resources and materials needed for the data disaggregation were compiled and, through various methods of communication, including email, and face to face, committees were formed based on interest and areas of expertise. SBDMC received updates and reports regarding the CSIP and our progress.

Other parents involved in the process are at diverse stages in life; some are retired grandparents, others are working people, and still others work and attend school of one type or another. The ribbon that runs and connects us all is a dedication to our students, school, and community, and the knowledge that as we improve the lives of our students, we improve the future.

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

Once the CSIP received its final approval from the SBDM Council, it was formally shared with stakeholder groups. Each December, the PTO president presents the plan to its members, and a presentation is provided to the board of education. The FRC Coordinator shares the plan

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during an advisory meeting, teachers and staff are given a copy of the final draft, and a copy of the plan is maintained in the school office and library for visitors to review upon request, with links. Finally, as a public document, a request may be made for a copy, either electronically or on paper. Though the plan may be revisited throughout the year, a formal review is conducted semiannually and progress is reported back to stakeholders.

# **Phase I - Needs Assessment**

## **Introduction**

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

## Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

Whitley County East Elementary Data Analysis, Questions and Process:

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

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

Among the valuable data sources reviewed were:

1. Kentucky Performance Rating for Educational Progress (KPREP) for our students in grades 3-6 and the 2015-2016 School Report Card and for the present and three prior years. Size of the spring 2016 population as follows: 32 third graders (two not accountable to our school), 33 fourth graders (three not accountable to our school), 37 fifth graders (one not accountable to our school), and 35 sixth graders (two not accountable to our school).
2. Program Reviews for our Writing, Arts & Humanities, K-3, Practical Living/Career Studies, Global Competencies and World Languages Programs for the current and past two years.
4. Brigance Screener for Pre-K and other students entering KG, IOWA Assessment for K-2 for the current and past two years. Size of the K-2 population: 31 Kindergarten students, 43 first graders, and 35 second graders. Entering Kindergarten in September, 2015: 27.
5. Important Non-Academic Indicators, such as: Average Daily Attendance Rates, Free and Reduced Lunch Status, Val-Ed, TELL survey, and building level surveys of staff, parent, and student involvement.
6. Review of the 2015-2016 Consolidated School Improvement Plan

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

What Did the Data Reveal?

KPREP Data:

Upon receipt of our KPREP and IOWA data at the end of the respective embargo periods, faculty met and discussed the information in faculty meetings and Professional Learning Committees, and further disaggregated the data into grade level and to the individual student levels across all grade and subject areas. Then, in the fall, our staff took advantage of an Early Release day to disaggregate our data further.  
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producing written reports for each grade and subject area that analyzed strengths and improvement needs. This data was then communicated to our Site-Based Decision Making Council, and to parents/guardians and students at scheduled parent-teacher conferences. Plans were formulated to immediately assist the population of students who were not performing well as compared to peers and to support students who were performing well to ensure that they progress as well, including support in the classroom via differentiated instruction and in before and after school tutoring programs.

## 2015-16 KPREP & Program Reviews, Historical Data:

Review of Whitley County East Elementary School's 2016 data revealed an overall score of 85.3, comprised of a Learner's Weighed Score of 62.3% and a Program Review Weighted Score of 23%. Our school classification was Distinguished/Progressing, and we were noted to be in the rewards and assistance category of School of Distinction/High Progress School. Our school was further noted to have achieved our Annual Measurable Objective Goal, with a score of 62.6. According to a ranking report, we were noted to be ranked 30th out of 710 other elementary schools in Kentucky, placing us categorically in the top 10% of schools in our category.

This performance is an improvement from the 2014-2015 classification, for which we were classified as Distinguished, but noted not to have met our AMO, and at which time we were ranked 65th of 712 other schools, still in the top ten percent of schools in our category. Moreover, the prior year, our school ranked 12th of 721 elementary schools, and marking our third consecutive year in the top ten percent of elementary schools. Our school has been comparable to and, for the most part, has exceeded state and district averages for the past several years. However, test scores are simply one indicator of a school's overall performance.

## KPREP DATA, 2013-2016:

### Reading, Tested in Grades 3, 4, 5, and 6:

2013 Reading: 73.3

2014 Reading: 93.9

2015 Reading: 80.3

2016 Reading: 94.6 State Average: 68.8 District Average: 82.6

### Math, Tested in Grades 3, 4, 5, and 6:

2013 Math: 79.8

2014 Math: 92.2

2015 Math: 73.4

2016 Math: 98.5

### On Demand Writing, Tested in Grades 5 & 6:

2013 Writing: 85.1

2014 Writing: 100.0

2015 Writing: 95.8

2016 Writing: 88.4 State Average: 61.8 District Average 65.7

### Language Mechanics, Tested in Grades 4 & 6:

2013 Language Mechanics: 65.8

2014 Language Mechanics: 81.7

2015 Language Mechanics: 77.5

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2016 Language Mechanics: 94.5 State Average: 68.9 District Average: 90.7

Social Studies, Tested in Grade 5:

2013 Social Studies: 100.0

2014 Social Studies: 100.0

2015 Social Studies: 100.0

2016 Social Studies: 86.2 State Average: 73.8 District Average: 86.4

Although Science was assessed in fourth grade by a Norm-Referenced test, it was not accountable to our school this year. However, analysis of the 2016 spring KPREP revealed that 72% of our students were scoring at the 50th percentile or greater, .09 were at the 35th-49th percentile range, and 18% were at or below the 35th percentile, with 33 students in the population tested.

Overall Achievement:

2014 Overall: 96.5

2015 Overall: 86.6

2016 Overall: 92.3 State Average: 68.3, District 80.1

Non-Duplicated Gap Scores/Novice Reduction Target (New in 2016)

2014 Non-Duplicated Score: 80.2 Reading: 73.6 Math: 67.0 Social Studies: 95.0

Writing: 87.0 Language Mechanics: 58.6

2015 Non-Duplicated Score: 69.4 Reading: 62.2 Math: 45.9 Social Studies: 93.5

Writing: 79.2 Language Mechanics: 61.5

2016 Non-Duplicated Score: 69.5 Reading: 72.5 Math: 69.2 Social Studies: 59.4

Writing: 78.5 Language Mechanics: 70.0

2016 State Non-Duplicated Score: 42.9 Reading: 46.9 Math: 42.4 Social Studies: 47.9

Writing: 32.5 Language Mechanics: 42.8

2016 District Non-Duplicated Score: 56.3 Reading: 63.5 Math: 56.3 Social Studies: 65.6

Writing: 39.0 Language Mechanics: 62.1

Novice Reduction (New for 2016:)

Overall: 84.1 Reading: 68.2 and Math: 100.0

Thus, 2016 overall gap score is 34.8 for non-duplicated + 42.1 Novice Reduction = 2016 Overall Gap Score: 76.9.

Growth:

2014 Reading Growth: 65.4

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2015 Reading Growth: 58.8

2016 Reading Growth: 63.8

2016 State 59.9

2016 District 65.7

2014 Math Growth: 65.4

2015 Math Growth: 65.9

2016 Math Growth: 80.9

2016 State 59.9

2016 District 64.9

Reading and Math, Combined

2014 Reading & Math: 65.4

2015 Reading & Math: 62.4

2016 Reading & Math: 72.4

2016 State 60.0

2016 District 65.4

Categorical Growth, 2016:

Overall: 74.5

Reading: 72.3

Math: 76.6

Thus, our overall 2016 Growth Score was Student Growth Percentile 36.2 + Categorical Growth 37.3, for a total of 73.5 Overall Growth in 2016.

A more detailed look at our Reading and Math student performance yields the following information:

2014 Reading Distinguished = 30.7%

2015 Reading Distinguished = 16.4%

2016 Reading Distinguished = 34.9%

2014 Reading Proficient = 43.9%

2015 Reading Proficient = 47.5%

2016 Reading Proficient = 38%

2014 Reading Apprentice = 16.7%

2015 Reading Apprentice = 26.2%

2016 Reading Apprentice = 17.8%

2014 Reading Novice = 8.8%

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2015 Reading Novice = 9.8%

2016 Reading Novice = 9.3%

For our 2016 Non-Duplicated Gap Group, 72.5% met proficiency or better in reading, while 17.5% were classified as apprentice, and 10% were novice. Likewise, our Free and Reduced qualifying lunch population had a proficiency or better rate in 2016 of 72%; 17.8% scored at apprentice, and 10.2% were at novice. Finally, our 2016 disability population had a proficiency or better rate of 96.3%, while 0.7% had a rate of apprentice or below.

2014 Math Distinguished = 28.1%

2015 Math Distinguished = 18%

2016 Math Distinguished = 33.3%

2014 Math Proficient = 38.6%

2015 Math Proficient = 30.3%

2016 Math Proficient = 36.4%

2014 Math Apprentice = 28.1%

2015 Math Apprentice = 41.8%

2016 Math Apprentice = 27.1%

2014 Math Novice = 5.3%

2015 Math Novice = 9.8%

2016 Math Novice = 3.1%

For our 2016 Non-Duplicated Gap Group, 69.2% met proficiency or better in math, 27.5% were classified as apprentice, and 3.3% demonstrated scores in the novice range. Likewise, our Free and Reduced Qualifying Lunch Population had a proficiency or better rate of 68.6%, while 28% had scores in the apprentice range, and 3.4% were in the novice range.

For our 2016 male population in the subject of reading, 89.4% demonstrated proficiency or better, while 10.5% scored in the apprentice range, and 0.1% demonstrated scores in the novice range. By contrast, 63.7% of our female population scored in the proficiency or better range, while 27.3% demonstrated scores in the apprentice range and 9.1% scored in the novice range.

Our 2016 male population scored 73.7% in the proficient or better range, while 26.3% achieved scores in the apprentice range. Our female population scored 45.5% proficient or better in reading, while 45.5% of our females demonstrated scores in the apprentice range, and 9.1% scored in the novice range.

For the past three years, Whitley County East Elementary School has demonstrated performance comparable to or exceeding state or district averages in closing achievement gaps in reading and mathematics. Upon careful review of KPREP achievement, gap, and growth data, as well as review of historical data, it is clear that our school made growth in the areas, with more students moving into the proficient and distinguished categories. It is also clear that there is plenty of room to move up by reducing novice and apprentice populations. Our free and reduced qualifying meal students are performing at a manner commensurate with qualifying full price peers. However, it is very clear that we need to focus on our female population in the areas of math and reading.

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## PROGRAM REVIEWS:

We looked at our various program review components over three years. For the second consecutive year, Whitley County East Elementary School garnered 23.0 points for its 2016 five program review areas, as follows:

Art & Humanities, 8.1 Proficient

Practical Living/Career Studies, 7.8 Needs Improvement

Writing, 9.0 Proficient

K-3, 9.6 Proficient

A fifth program called Global Competencies and World Languages scored at 3.8 in the Needs Improvement range and was for baseline data only this year.

To further reflect and review, the scores for the past two years are listed:

Arts and Humanities, 2014: 8.3

Arts and Humanities, 2015: 8.9

Practical Living/Career Studies, 2014: 8.4

Practical Living/Career Studies, 2015: 8.3

Writing, 2014: 8.9

Writing, 2015: 9.0

K-3, 2014: 8.8

K-3, 2015: 9.8

The program reviews are self-scored according to a rigorous state-defined rubric. Review and analysis of the artifacts suggests that overall Whitley County East Elementary School has strong programs in all of the program areas, with a rigorous, aligned curriculum and excellent cross-curricular support throughout the school year across our grade levels. Present scores placed us in the overall proficient range when considering all programs. Based upon these results, the Program Review Teams will need to carefully consider and triangulate artifacts that are representative of the descriptors and revisions for this year, and also maintain our high standards in the sub domain areas. We can accomplish this by doing a better job of documenting and reflecting upon our artifacts.

## BRIGANCE SCREENER & IOWA ASSESSMENTS:

According to the most recent (Fall, 2016) Brigance Screener data, 67.7% of our students entered school as "Kindergarten Ready" which is up from 40.7 the prior year. According to the data, we are ahead of the district average of 46.7% ready and the state average of 50.1% ready for Kindergarten. There was a definitive correlation between those who had attended our blended preschool/Head Start program and the students who did well on this initial screening instrument. Because of this data, we are very encouraged with regard to a readiness program recently implemented. We have begun to reconfigure some aspects of our preschool program by providing enrichment activities in

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the early mornings, including more age-appropriate technology-based programs into our day, and by working with our parents. Benchmark preschool assessments and inventories indicate a strong increase in students who were responsive to the preschool curriculum, particularly in pre-literacy (letter identification/sounds) and pre-numeracy (numeral recognition and quantification 0-30).

Three year trends for IOWA Assessments, Class Average Percentile Scores:

KG, 2014, ELA--99th Percentile Rank

KG, 2015, ELA--97th Percentile Rank

KG, 2016, ELA--99th Percentile Rank

KG, 2014, Math--99th Percentile Rank

KG, 2015, Math--90th Percentile Rank

KG, 2016, Math--96th Percentile Rank

1st Grade, 2014, ELA--58th Percentile Rank

1st Grade, 2015, ELA--62nd Percentile Rank

1st Grade, 2016, ELA--73rd Percentile Rank

1st Grade, 2014, Math--77th Percentile Rank

1st Grade, 2015, Math--65th Percentile Rank

1st Grade, 2016, Math--75th Percentile Rank

2nd Grade, 2014, ELA--65th Percentile Rank

2nd Grade, 2015, ELA--54th Percentile Rank

2nd Grade, 2016, ELA--65th Percentile Rank

2nd Grade, 2014, Math--62nd Percentile Rank

2nd Grade, 2015, Math--68th Percentile Rank

2nd Grade, 2016, Math--82nd Percentile Rank

For the third consecutive year, in the critical areas of ELA and math, our school had class composite scores above the fiftieth percentile. In our data analysis, we have noticed a discrepancy between our youngest learners' performance as they enter and exit our program. We attribute this to curricular demands becoming more age appropriate as foundational skills merge into a higher order and more demanding educational curriculum. We were noted to have made gains overall from our spring 2015 performance in ELA and math. Further analysis, reflection, and discussion revealed that we used data-driven analysis from MAP, as discussed and documented in PLC meetings, to help guide instruction. Also, in a small school such as ours, numbers in certain grades vary from year to year as population size changes from grade to grade. That considered, with different individual student responses to curriculum, delivery, and assessment, further account for changes.

NON-ACADEMIC INDICATORS--TELL KY, Val-Ed, Average Daily Attendance, Free and Reduced Meal Eligibility:

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The latest TELL KY Survey in our building and district was conducted in the spring of 2015. All twenty-two certified staff members assigned to Whitley County East Elementary School took the TELL survey online in an anonymous format. The survey asked staff for opinions and ratings with regard to how well we were doing with various indicators, including Time, Facilities and Resources, Community Support and Involvement, Management of Student Conduct, Teacher Leadership, School Leadership, Professional Development, Instructional Practices and Support, and Overall. The following key data points were derived from this survey:

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

According to the May, 2016 Val-Ed Survey, the principal scored Distinguished in the following categories, as rated by supervisors, certified building teachers, and self: High Standards for Student Learning, Rigorous Curriculum, Quality of Instruction, Culture of Learning & Professional Behavior, Connections to External Communities, Planning, Implementing, Supporting, Advocating, and Monitoring. Overall ranking in the distinguished range. Basis: two supervisors, self-report, and twenty-two certified teachers who work full or part time at Whitley County East Elementary School.

### ADA (Average Daily Attendance)

Whitley County East Elementary School reports the following attendance trends:

2014-2015: 92.69% for 9 months of school.

2015-2016: 93.69% for 9 months of school.

2016-2017 to date at month 3 of school: 93.90%

Our school contacts and logs calls to parents of students who are absent, unless the reason is known in advance. Whenever attendance becomes an issue, letters are sent and support is offered through our Family Resource Center, and our Director of Pupil and Personnel reaches out to parents and guardians to offer support to families with the goal of improving attendance. We know that students who attend school do better and achieve more easily. Teachers and our district have a make-up work policy for missed assignments as well to support student learning. We have also taken the step of setting an attendance goal for our school this year.

### Free and Reduced Meals, Parent Involvement, Stakeholder Surveys:

According to district data, ninety percent of our student population presently qualifies for the free or reduced school meals federal program.

A common theme in stakeholder surveys is support of our school and community pride. It is evident from spring and fall surveys, as well as period meetings and community events, that the community supports its school, and the school supports the community. We are all keenly aware of the importance of fulfilling our mission and purpose, and the magnitude of successfully preparing twenty-first century global learners, while holding to the rich heritage and culture that comprise our learning community.

### CSIP Review:

Review of the 2015-2016 CSIP indicated a strong executive plan for our school. Based upon the available data, we met the goals and

## Comprehensive School Improvement Plan

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objectives we set, with input from stakeholders. The activities we use drive the day to day instructional practices in our building and help us to allocate our resources to better improve student growth and achievement.

## **Areas of Strengths**

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

A definitive strength of Whitley County East Elementary is our school culture. The rapport that the faculty enjoys with the students, the students with the faculty and staff, the faculty and staff with each other and with the community, all help us to establish and grow meaningful relationships with our students. Our faculty and staff remains devoted to creating rigorous instruction that meets the needs of our students and is conducive to educational achievement and growth. We want our children to have the strongest educational foundation we can provide; and our shared vision includes helping our students develop a strong moral compass and a good work ethic so that our students can be successful at high levels. Students and student needs come first in our school and culture.

In the fall of 2015, the school won a Proficient OASIS award to celebrate our successful webpage, located at: <http://www.whitley.kyschools.us/WhitleyEast/Home/Home.html>. The webpage not only keeps our stakeholders informed and involved, it also helps us to perpetuate our culture of learning and has many resources to support student learning, which may be accessed from any location there is a high-speed internet connection. Our school celebrated back to back district basketball championships this past year, and we have excellent community and parental involvement based upon attendance at various school and after school events, extracurricular, and fundraisers. Several of our students advanced last year in KAAC Governor's Cup district and regional events.

The most recent TELL KY and Val-Ed surveys support the notion of a dedicated learning community committed to student achievement and success. TELL KY results were at or exceeding district and state averages, with no indicator below 85%. Val-Ed results were overall in the distinguished range.

Our school met its Annual Measurable Objective, and for the third consecutive year was ranked in the top one hundred schools of over seven hundred in the Commonwealth of Kentucky based on KPREP performance. Our students did very well this past testing cycle in reading and math, making significant gains from last year. Writing instruction continues to be a definitive strength of our school based on KPREP On-Demand Writing and Language Mechanics, and Writing Program Review. Likewise, our primary program has maintained aggregate scores at or above the fiftieth percentile in math and ELA for three consecutive years. We have a very supportive intervention program for students who need it before, during, and after school, and a very active 21st Century S.P.A.C.E. program that adds to the school culture by providing many activities for our students to help them to become college and/or career ready.

## **Opportunities for Improvement**

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

Although the past year seemed to offer a strong performance overall for our small, rural school, we know as a learning community that the overall goal is continuous improvement. There are always opportunities to improve. Specific areas include a continued focus on students who are in the apprentice and novice categories. We want to eliminate novice scores across all subjects to the extent possible by focusing on individual student need and growth. One way we will address this is through a program call Study Island, which is a web-based learning program that targets students by standards. We have also purchased a pathways program that links MAP scores to Study Island ELA and math activities on the individual level. The preliminary results are amazing; students are making gains. Last year's MAP scores revealed a steady pattern of growth across the trimesters for the majority of our students in ELA and math.

We also wish to grow and improve strengths. Our school is much more than a learning center in our area; it is a cultural icon and landmark. By working with our families, we can extend learning into homes. We plan to do this by collaborating with our Family Resource Center in hosting more parent workshops, family activities, and enhancing our home school communication by revamping our social media and official school web pages even further. We also want to grow our college and career readiness components by offering more afterschool clubs based on student interest, such as computer coding, games of strategy and skill, bicycling, and horse club through collaboration with our Family Resource Center and 4H.

Finally, we want to reach out more to our community partners and involve them in our school whenever possible. We want our students to see the big picture in life by inviting speakers, artisans, craftsmen, business people, and folks from all walks of life to help our students explore potential careers, and to help them make connections to how school can help them achieve their goals and dreams.

## Conclusion

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

By disaggregating scores to the individual level, as well as setting and charting SMART goals, we will have a clear picture of how to reach students on the individual level, and thus effectively utilize strong, standards-based programs for both remediation and enrichment, as appropriate. The need for differentiation in our classrooms is evident, while maintaining rigorous instructional design and delivery. However, as a faculty, we want all students to find success; therefore, we want to support individual learning needs. As a faculty, we plan to continue to focus on outcomes-based, standards-rich education and instruction.

By using the MAP learning continuum report to drive and guide our instruction, our students can benefit from instruction targeted to specific needs in the standards. In order to accomplish this, we will use our already rigorous curriculum, but look for re-teaching opportunities where students are struggling with content. As a faculty, we are all very aware that students learn at different rates and have different learning needs.

Teachers will attend various trainings and lead professional development, as appropriate, including Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a network of state, regional, and local educators that provide a framework for teacher-designed and led, content-rich assignments. The teachers then become resources to their entire building in the areas of ELA and math. We also plan to work with District curriculum experts to support our teachers in implementing best instructional practices. We will continue to work with regional, state, and national partners, such as Save the Children and 21st Century to provide additional remedial and enrichment activities for our students. Finally, we will seek other grants, when appropriate, to supplement our curriculum and provide additional and enriching student support.

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

Also, we plan to use:

[www.ixl.com](http://www.ixl.com) for math and language mechanics

[www.readworks.org](http://www.readworks.org) for reading

[www.studyisland.com](http://www.studyisland.com) for ELA and math

[www.morestarfall.com](http://www.morestarfall.com) for primary ELA and math support

[www.spellingcity.com](http://www.spellingcity.com) for spelling and vocabulary growth and support school wide

We will also use our Ready Books series, Common Assessments, and teacher-made scrimmage items as part of our regular instructional routines. All of these programs and interventions, when effectively utilized, provide direct and explicit instruction individualized to identified and specific student needs. These programs are utilized at teacher direction before, during, and after school, and help to support and grow our overall culture of student growth and achievement. Our faculty will strive to continue to implement best instructional practices and relevant professional development to enrich further our classroom instruction, while eliminating extraneous factors that would detract from  
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our goal of providing students with excellent educational opportunities. At Whitley County East Elementary School, student success and growth are vital. This is the common thread and the mindset that unites our learning community. Behind every score, there is a student, and our faculty prides itself on knowing the child behind the scores. When our students succeed, we all do.

# **2016-2017, Goals and Plans-Whitley County East Elementary School**

## Overview

### Plan Name

2016-2017, Goals and Plans-Whitley County East Elementary School

### Plan Description

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

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.9% in 2016 to 80% in 2019.	Objectives: 1 Strategies: 8 Activities: 13	Organizational	\$61500
2	Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$17000
3	Utilize the TELL survey to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90.9% to 92% who think that WCEES is a good place to work and learn.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$5000
5	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$5000
6	In September, 2017, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase from 67.7% ready to 70% or more kindergarten ready for students who attend the all day Preschool program at school.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$0

## **Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.9% in 2016 to 80% in 2019.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.9% to 72% by 06/30/2017 as measured by KPREP delivery target.

**Strategy 1:**

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

Category: Learning Systems

Activity - Family Reading/Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students' educational processes. Math and Reading Interventionists create interesting activities in which parents and students to participate. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/15/2016	06/30/2017	\$0	No Funding Required	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact on the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/15/2016	06/30/2017	\$0	No Funding Required	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and to share resources.	Community Engagement	08/15/2016	06/01/2017	\$0	No Funding Required	FRC, PAVE Volunteers, Faculty Volunteers, Principal
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### Strategy 2:

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

Category: Continuous Improvement

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators meet in PLCs three times per year to review student performance benchmark data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels. A summary report is made each year to the SBDM Council in the spring.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, SBDMC, Teachers

### Strategy 3:

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

Category: Continuous Improvement

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, SBDMC

### Strategy 4:

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

Category: Learning Systems

Activity - Reading Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites <a href="http://www.readworks.org">www.readworks.org</a> and <a href="http://www.spellingcity.com">www.spellingcity.com</a> .	Direct Instruction	08/15/2016	06/30/2017	\$5000	General Fund	Classroom Teachers, Principal
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Activity - Math Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math classroom instruction will include: content vocabulary studies, fluency and automaticity strategies, Scholastic magazine and coordinating activities, as well as interactive math strategies including the use of technology and the website <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other	08/15/2016	06/30/2017	\$0	Other	Classroom Teachers, Principal

### Strategy 5:

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

Category: Early Learning

Activity - Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been targeted through the use of universal screeners, benchmark testing, and state assessment results, will be eligible to receive reading intervention. The reading intervention teacher will work with students in a small group/1 on 1 setting in order to promote progress in literacy.	Direct Instruction	08/15/2016	06/30/2017	\$30000	Other	RTA/Reading Recovery Teacher, Principal

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction	08/15/2016	06/30/2017	\$20000	Math Achievement Fund	MAF teacher, Principal

### Strategy 6:

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

Category: Other - Auxiliary Instruction

Activity - Technology Integrated Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/15/2016	06/30/2017	\$1500	General Fund	Classroom Teachers, Principal
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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Classroom Teachers, Principal

### Strategy 7:

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

Category: Learning Systems

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Classroom Teachers, Principal

### Strategy 8:

Classroom Use of Supplemental Resources - Supplemental resources will be used in conjunction with classroom instruction in order to provide better coverage of the common core, as well as individualization according to lexile and quantile ranges. These will include [www.readworks.org](http://www.readworks.org) and [www.ixl.com](http://www.ixl.com) as well as various focus practice books from such suppliers as Triumph Learning and Coach.

Category: Other - Auxiliary Supports

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, KET Encyclomedia, IXL Learning, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, <a href="http://www.readworks.org">www.readworks.org</a> & Superteacher worksheets will be used as supplements to textbooks and other classroom instructional materials.	Direct Instruction	08/01/2016	06/30/2017	\$5000	General Fund	Classroom Teachers, Principal

## **Goal 2: Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.**

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

**Strategy 1:**

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

Category: Learning Systems

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0	No Funding Required	Classroom Teachers, Principal
Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/15/2016	06/30/2017	\$0	No Funding Required	Building teachers, Principal
Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal
Activity - Short Answer and Extended Response Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will collaborate to research and implement effective short answer and extended response strategies in mathematics and writing content across the grade levels, 2-6 according to state defined rubrics.	Academic Support Program, Direct Instruction	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coaches

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### Strategy 2:

Program Reviews - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living/Career Studies, Visual and Performing Arts, Writing, K-3 instruction, and World Languages/Global Competencies, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

### Strategy 3:

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

Category: Integrated Methods for Learning

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000	Other	Teachers, Principal, 21st Century S.P.A.C.E. Partners

### Strategy 4:

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

Category: Learning Systems

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0	No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

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### Strategy 5:

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

Category: Professional Learning & Support

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500	General Fund	Principal, Teachers, SBDMC and WCBOE

### Strategy 6:

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

Category: Early Learning

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0	No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - ELLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500	Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
<b>Activity - Brigance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	KG teachers, KG instructional assistants, Principal
<b>Activity - Readiness</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

**Goal 3: Utilize the TELL survey to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90.9% to 92% who think that WCEES is a good place to work and learn.**

### Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 06/30/2017 as measured by the TELL Survey that our school is a good place to work and learn.

### Strategy 1:

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

Category: Other - Faculty survey

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Activity - TELL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building level certified staff will participate in the TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2016	06/30/2017	\$0	No Funding Required	Certified Faculty
Activity - Review and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty shall meet to discuss TELL when results are available and again annually in faculty meetings.	Other - Professional Learning	05/12/2017	10/27/2017	\$0	No Funding Required	Principal, Certified Teachers

**Goal 4: The percentage of students scoring novice in reading will decrease by 50% by 2020.****Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principals, District Administration and SBDM Council
Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principals
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/01/2017	\$0	No Funding Required	Chief Academic Officer, Director of Professional Development, SBDM, Principal
<b>Activity - Recruitment and Retention of Highly Qualified Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	08/15/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council and District Administrators

### Strategy 2:

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

Category: Learning Systems

<b>Activity - PLC Data Analysis</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments, as discussed in PLC three times per year.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, District Level Coaches
<b>Activity - Scrimmage Testing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program, Tutoring	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, Classroom Teachers
<b>Activity - Supplemental Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will benefit from additional resources--IXL, Study Island, Brainpop, Readworks, Spelling City, Starfall	Academic Support Program	08/15/2016	06/30/2017	\$5000	General Fund	Teachers, Principal

## Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020.

**Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Principal

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/30/2017	\$0	No Funding Required	Chief Academic Officer, Professional Development Coordinator, SBDM, and Principal

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council, District Administrators

**Strategy 2:**

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

## Comprehensive School Improvement Plan

Whitley County East Elementary School

formative MAP assessments.

Category: Continuous Improvement

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program, Tutoring	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers
Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, District Level Coaches
Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Specialists will use auxiliary support programs, such as IXL Learning, Study Island, and Spelling City to support students who are performing below proficiency by scaffolding instruction.	Academic Support Program, Technology, Direct Instruction	08/15/2016	06/30/2017	\$5000	District Funding	Principal, Classroom Teachers, Specialist Teachers

**Goal 6: In September, 2017, all incoming kindergarten students will be screened for readiness using the Brigance Assessment, showing an increase from 67.7% ready to 70% or more kindergarten ready for students who attend the all day Preschool program at school.**

### Measurable Objective 1:

70% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in English Language Arts by 09/29/2017 as measured by Brigance Screener.

### (shared) Strategy 1:

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

Category: Early Learning

## Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	No Funding Required	Preschool teachers, Kindergarten Teachers

Activity - Readiness Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One morning per week, preschool students will engage in readiness learning games and activities.	Other - Readiness	10/03/2016	05/12/2017	\$0	No Funding Required	FRC, Preschool I/A, Principal, PAVE Volunteers

### Measurable Objective 2:

70% of Kindergarten grade students will demonstrate a proficiency on the kindergarten readiness screener in Mathematics by 09/29/2017 as measured by performance on the the 2017 kindergarten screener.

### (shared) Strategy 1:

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

Category: Early Learning

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	No Funding Required	Principal, preschool teachers, KG teachers, FRC director

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Whitley County East Elementary School

Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	No Funding Required	Preschool teachers, Kindergarten Teachers
<b>Activity - Readiness Activities</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
One morning per week, preschool students will engage in readiness learning games and activities.	Other - Readiness	10/03/2016	05/12/2017	\$0	No Funding Required	FRC, Preschool I/A, Principal, PAVE Volunteers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Programs	Direct instruction small group math intervention programs.	Direct Instruction	08/15/2016	06/30/2017	\$20000	MAF teacher, Principal
<b>Total</b>					\$20000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000	Teachers, Principal, 21st Century S.P.A.C.E. Partners
ELLN	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500	Teachers, Principal, Preschool IEC Teachers & Instructional Assistants, Bell-Whitley Head Start
Reading Intervention Programs	Students that have been targeted through the use of universal screeners, benchmark testing, and state assessment results, will be eligible to receive reading intervention. The reading intervention teacher will work with students in a small group/1 on 1 setting in order to promote progress in literacy.	Direct Instruction	08/15/2016	06/30/2017	\$30000	RTA/Reading Recovery Teacher, Principal
Math Classroom Instruction	Math classroom instruction will include: content vocabulary studies, fluency and automaticity strategies, Scholastic magazine and coordinating activities, as well as interactive math strategies including the use of technology and the website <a href="http://www.ixl.com">www.ixl.com</a> and constructed responses.	Other	08/15/2016	06/30/2017	\$0	Classroom Teachers, Principal
<b>Total</b>					\$45500	

## Comprehensive School Improvement Plan

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### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessment	Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Academic Support Program	08/15/2016	06/30/2017	\$0	Principal, Teachers, SBDMC
Professional Learning Communities (PLC)	Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0	Classroom Teachers, Principal
Analyze Dial-4 Data	Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0	Principals, District Administration and SBDM Council
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Principals, SBDM Council, District Administrators
Accelerated Reader	Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/15/2016	06/30/2017	\$0	Classroom Teachers, Principal
Faculty Meetings	Teachers will participate in teacher meetings that are designed to discuss testing data, classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/15/2016	06/30/2017	\$0	Building teachers, Principal

## Comprehensive School Improvement Plan

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Analyzing Data	Teachers and administrators meet in PLCs three times per year to review student performance benchmark data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels. A summary report is made each year to the SBDM Council in the spring.	Policy and Process	08/15/2016	06/30/2017	\$0	Principal, SBDMC, Teachers
Scrimmage Testing	Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program, Tutoring	08/15/2016	06/30/2017	\$0	Principal, Classroom Teachers
Readiness Activities	One morning per week, preschool students will engage in readiness learning games and activities.	Other - Readiness	10/03/2016	05/12/2017	\$0	FRC, Preschool I/A, Principal, PAVE Volunteers
Highly Qualified Report	Principals will complete the yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0	Principal
Community Outreach	Whitley County East Elementary will increase community outreach to incoming kindergarten families by meeting our staff and faculty. As part of the meeting, we will conduct a mini readiness workshop to engage our families and help to prepare our students.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	Principal, preschool teachers, KG teachers, FRC director
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/30/2017	\$0	Chief Academic Officer, Professional Development Coordinator, SBDM, and Principal
Gather Information for Successful Transition	Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC
Highly Qualified Report	Principals will complete yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0	Principals
Review and Analysis	Faculty shall meet to discuss TELL when results are available and again annually in faculty meetings.	Other - Professional Learning	05/12/2017	10/27/2017	\$0	Principal, Certified Teachers

# Comprehensive School Improvement Plan

Whitley County East Elementary School

PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact on the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/15/2016	06/30/2017	\$0	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal
Community Involvement	Preschool and Kindergarten teachers will collaborate to produce a brochure to help guide parents in preparing their students for kindergarten.	Parent Involvement, Community Engagement	01/03/2017	06/30/2017	\$0	Preschool teachers, Kindergarten Teachers
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	08/15/2016	06/30/2017	\$0	Principals, SBDM Council and District Administrators
Short Answer and Extended Response Strategies	Faculty will collaborate to research and implement effective short answer and extended response strategies in mathematics and writing content across the grade levels, 2-6 according to state defined rubrics.	Academic Support Program, Direct Instruction	08/15/2016	06/30/2017	\$0	Teachers, Principal, Instructional Coaches
Content Specific Vocabulary	Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/15/2016	06/30/2017	\$0	Teachers, Principal
Highly Qualified Professional Development	Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/01/2017	\$0	Chief Academic Officer, Director of Professional Development, SBDM, Principal
Brigance	All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0	KG teachers, KG instructional assistants, Principal
PLC Data Analysis	Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/15/2016	06/30/2017	\$0	Principal, Teachers, District Level Coaches

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Program Reviews	Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.
Intervention	Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/15/2016	06/30/2017	\$0	Classroom Teachers, Principal
Parent Workshops	FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and to share resources.	Community Engagement	08/15/2016	06/01/2017	\$0	FRC, PAVE Volunteers, Faculty Volunteers, Principal
TELL	All building level certified staff will participate in the TELL KY survey as it becomes available in the spring to survey perceptions about working conditions at our school.	Policy and Process	08/17/2016	06/30/2017	\$0	Certified Faculty
Scrimmage Testing	Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Academic Support Program, Tutoring	08/15/2016	06/30/2017	\$0	Principal, Teachers
Family Reading/Math Nights	Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students' educational processes. Math and Reading Interventionists create interesting activities in which parents and students to participate. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/15/2016	06/30/2017	\$0	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0	Principals, District Administration and SBDM Council
Readiness	As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

## Comprehensive School Improvement Plan

Whitley County East Elementary School

PLC Data Analysis	Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments, as discussed in PLC three times per year.	Academic Support Program	08/15/2016	06/30/2017	\$0	Principal, Teachers, District Level Coaches
Technology Integration	Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0	Computer Lab Instructional Assistant, Teachers, Principal
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instruction	Teachers and Specialists will use auxiliary support programs, such as IXL Learning, Study Island, and Spelling City to support students who are performing below proficiency by scaffolding instruction.	Academic Support Program, Technology, Direct Instruction	08/15/2016	06/30/2017	\$5000	Principal, Classroom Teachers, Specialist Teachers
<b>Total</b>					\$5000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integrated Classroom Management	Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/15/2016	06/30/2017	\$1500	Classroom Teachers, Principal
Supplemental Instruction	Students will benefit from additional resources--IXL, Study Island, Brainpop, Readworks, Spelling City, Starfall	Academic Support Program	08/15/2016	06/30/2017	\$5000	Teachers, Principal
Supplemental Resources	Study Island, KET Encyclomedia, IXL Learning, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, www.readworks.org & Superteacher worksheets will be used as supplements to textbooks and other classroom instructional materials.	Direct Instruction	08/01/2016	06/30/2017	\$5000	Classroom Teachers, Principal

**Comprehensive School Improvement Plan**

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Professional Growth and Improvement	Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500	Principal, Teachers, SBDMC and WCBOE
Reading Classroom Instruction	Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites <a href="http://www.readworks.org">www.readworks.org</a> and <a href="http://www.spellingcity.com">www.spellingcity.com</a> .	Direct Instruction	08/15/2016	06/30/2017	\$5000	Classroom Teachers, Principal
<b>Total</b>					<b>\$18000</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

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		

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Utilize the TELL survey is to support sound educational policies and practices based on the views of certified educators in our public schools to increase from 90.9% to 92% who think that WCEES is a good place to work and learn.

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Other - Faculty survey

Research Cited:

Activity - Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty shall meet to discuss TELL when results are available and again annually in faculty meetings.	Other - Professional Learning	05/12/2017	10/27/2017	\$0 - No Funding Required	Principal, Certified Teachers

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

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

**Goal 1:**

Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by

# Comprehensive School Improvement Plan

Whitley County East Elementary School

KPREP delivery targets.

## Strategy1:

Program Reviews - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living/Career Studies, Visual and Performing Arts, Writing, K-3 instruction, and World Languages/Global Competencies, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

## Strategy2:

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

Category: Early Learning

Research Cited:

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

### Strategy3:

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

Category: Learning Systems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

### Strategy4:

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

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

### Strategy5:

SY 2016-2017

# Comprehensive School Improvement Plan

Whitley County East Elementary School

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000 - Other	Teachers, Principal, 21st Century S.P.A.C.E. Partners

## Strategy6:

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

Category: Learning Systems

Research Cited:

Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Building teachers, Principal

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Short Answer and Extended Response Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to research and implement effective short answer and extended response strategies in mathematics and writing content across the grade levels, 2-6 according to state defined rubrics.	Academic Support Program Direct Instruction	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Early Learning

Research Cited:

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

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

**Measurable Objective 2:**

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

## Strategy1:

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

Category: Early Learning

Research Cited:

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

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

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 all students from 71.4% in 2016 to 80.6% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

## Strategy1:

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

Category: Early Learning

Research Cited:

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

## Goal 2:

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

## Measurable Objective 1:

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

## Strategy1:

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

discuss the readiness activities, and how parents and guardians can better prepare students for KG readiness.

Category: Early Learning

Research Cited:

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

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

## Measurable Objective 2:

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

## Strategy1:

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

Category: Early Learning

Research Cited:

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

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

# Comprehensive School Improvement Plan

Whitley County East Elementary School

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

## Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

## Strategy1:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000 - Other	Teachers, Principal, 21st Century S.P.A.C.E. Partners

## Strategy2:

Program Reviews - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living/Career Studies, Visual and Performing Arts, Writing, K-3 instruction, and World Languages/Global Competencies, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

### 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 and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

### Strategy4:

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

Category: Learning Systems

Research Cited:

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Building teachers, Principal

Activity - Short Answer and Extended Response Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to research and implement effective short answer and extended response strategies in mathematics and writing content across the grade levels, 2-6 according to state defined rubrics.	Academic Support Program Direct Instruction	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy5:

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

Category: Early Learning

Research Cited:

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell-Whitley Head Start, FRC

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

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Whitley County East Elementary School

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

### Strategy6:

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

Category: Learning Systems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0 - No Funding Required	Computer Lab Instructional Assistant, 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 70.9% in 2016 to 80% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 70.9% to 72% by 06/30/2017 as measured by KPREP delivery target.

### Strategy1:

Classroom Use of Supplemental Resources - Supplemental resources will be used in conjunction with classroom instruction in order to provide better coverage of the common core, as well as individualization according to lexile and quantile ranges. These will include [www.readworks.org](http://www.readworks.org) and [www.ixl.com](http://www.ixl.com) as well as various focus practice books from such suppliers as Triumph Learning and Coach.

Category: Other - Auxiliary Supports

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Research Cited:

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, KET Encyclomedia, IXL Learning, Scholastic Magazine, Common Core Coach, Ready books, other materials from Triumph Learning, Spelling/Vocabulary City.com, www.readworks.org & Superteacher worksheets will be used as supplements to textbooks and other classroom instructional materials.	Direct Instruction	08/01/2016	06/30/2017	\$5000 - General Fund	Classroom Teachers, Principal

## Strategy2:

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

Category: Other - Auxiliary Instruction

Research Cited:

Activity - Technology Integrated Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards in selected content areas. Data will be collected to assess the effectiveness of the delivered content and allow for instruction to be differentiated for the individual student. Classroom teachers will incorporate AIMSweb, Accelerated Reader, Starfall, Classdojo, Spelling City, IXL, Study Island, etc. as a supplement to classroom instruction.	Technology	08/15/2016	06/30/2017	\$1500 - General Fund	Classroom Teachers, Principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will devote an allotted amount of the instructional day to the Accelerated Reader program, requiring students to read and assess on a variety of fiction and non-fiction age appropriate readings within lexile range, taking into account student interest.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy3:

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

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRC will host parent workshops once per semester to assist parents and guardians in understanding student data, supporting student class work, and to share resources.	Community Engagement	08/15/2016	06/01/2017	\$0 - No Funding Required	FRC, PAVE Volunteers, Faculty Volunteers, Principal

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact on the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/15/2016	06/30/2017	\$0 - No Funding Required	Title 1, Community Liaison, Teachers, Family Resource Coordinator, Principal

Activity - Family Reading/Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley East Elementary will host reading/math nights once a month to increase parent involvement in the learning process. Family reading/math nights encourage parents to take an active role in the students' educational processes. Math and Reading Interventionists create interesting activities in which parents and students to participate. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/15/2016	06/30/2017	\$0 - No Funding Required	RTA Teacher, MIT Teacher, Building Level Administrator, District Reading/Math Coaches

## Strategy4:

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

Category: Learning Systems

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based intervention strategies will be used to aid students who continuously score below proficient in Reading and Math on universal screeners in hopes to close the achievement gap.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy5:

# Comprehensive School Improvement Plan

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

Category: Learning Systems

Research Cited:

Activity - Reading Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading classroom instruction will include: content vocabulary studies, guided reading, oral reading, comprehension strategies, direct and explicit instruction, Scholastic magazine and coordinating activities, as well as interactive reading strategies including the use of technology and the websites <a href="http://www.readworks.org">www.readworks.org</a> and <a href="http://www.spellingcity.com">www.spellingcity.com</a> .	Direct Instruction	08/15/2016	06/30/2017	\$5000 - General Fund	Classroom Teachers, Principal

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

## Strategy6:

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

Category: Continuous Improvement

Research Cited:

Activity - Benchmark Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and building level administrators will review student performance on benchmark assessments in order to determine student needs, abilities, and students' placement.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, SBDMC

## Strategy7:

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

Category: Early Learning

Research Cited:

# Comprehensive School Improvement Plan

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

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction small group math intervention programs.	Direct Instruction	08/15/2016	06/30/2017	\$20000 - Math Achievement Fund	MAF teacher, Principal

## Strategy8:

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

Category: Continuous Improvement

Research Cited:

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators meet in PLCs three times per year to review student performance benchmark data in order to monitor progress. Students scoring below proficiency are targeted and interventions are put into place in order to assure students progress to the expected levels. A summary report is made each year to the SBDM Council in the spring.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, SBDMC, Teachers

## Goal 2:

Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

## Strategy1:

Program Reviews - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living/Career Studies, Visual and Performing Arts, Writing, K-3 instruction, and World Languages/Global Competencies, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

## Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000 - Other	Teachers, Principal, 21st Century S.P.A.C.E. Partners

## 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 and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

## Strategy4:

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

Category: Learning Systems

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

## Strategy5:

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

Category: Learning Systems

Research Cited:

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in teacher meetings that are designed to discuss testing data, classroom strategies, and other building level matters. Teachers provide constructive feedback in regards to struggles within the classroom setting within an open forum setting.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Building teachers, Principal

Activity - Content Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep a content specific vocabulary notebook of key content specific vocabulary, complete with illustrations of concepts, when appropriate, and examples.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - Short Answer and Extended Response Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate to research and implement effective short answer and extended response strategies in mathematics and writing content across the grade levels, 2-6 according to state defined rubrics.	Direct Instruction Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Instructional Coaches

Activity - Professional Learning Communities (PLC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet once per week during their common planning times in order to discuss measures of aligning curriculum, addressing instructional gaps and aligning curriculum to the Kentucky Common Core standards. They will set SMART goals for their class using the MAPS benchmark system.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Classroom Teachers, Principal

## Strategy6:

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

Category: Early Learning

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Gather Information for Successful Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any data from EC providers to get to know the incoming Kindergarten learners to help with a successful transition.	Policy and Process	08/15/2016	06/01/2017	\$0 - No Funding Required	Teachers, Principal, Pre-School IECE Teachers & Instructional Assistants, Bell Whitley Head Start, FRC

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As part of our school's readiness and outreach program, faculty and staff shall collaborate with Family Resource and collateral agencies, such as Save the Children, to provide workshops and activities that help students and families prepare for transition from preschool to kindergarten.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	FRC Director, Instructional Support Staff, IECE teachers, Kindergarten Teachers, Principal

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/15/2016	06/30/2017	\$500 - Other	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Analyze Dial-4 Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the Dial-4 screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, Preschool IECE Teachers & Instructional Assistants, Bell-Whitley Head Start

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All KG students will be screened by the Brigance Screener and the results uploaded into an on-line database.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	KG teachers, KG instructional assistants, Principal

### Goal 3:

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

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

### Strategy1:

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

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Research Cited:

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/01/2017	\$0 - No Funding Required	Chief Academic Officer, Director of Professional Development, SBDM, Principal

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

## Strategy2:

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

Category: Learning Systems

Research Cited:

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analyze data and make necessary adjustments in instruction, based on formative MAP assessments, as discussed in PLC three times per year.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, District Level Coaches

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, Classroom Teachers

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## Goal 4:

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

## Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

## Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators shall ensure rigor of academic assessment by participating in grade level scrimmage items to prepare for summative IOWA and KPREP assessments.	Tutoring Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers

Activity - Supplemental Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Specialists will use auxiliary support programs, such as IXL Learning, Study Island, and Spelling City to support students who are performing below proficiency by scaffolding instruction.	Academic Support Program Technology Direct Instruction	08/15/2016	06/30/2017	\$5000 - District Funding	Principal, Classroom Teachers, Specialist Teachers

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and district level coaches work together to analysis of data and make necessary adjustments in instruction based on formative MAP assessments.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal, Teachers, District Level Coaches

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

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Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	08/15/2016	06/30/2017	\$0 - No Funding Required	Chief Academic Officer, Professional Development Coordinator, SBDM, and Principal

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	08/15/2016	06/30/2017	\$0 - No Funding Required	Principal

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrtors

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 71.4% in 2016 to 80.6% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency rating for all students from 71.4% to 72.8% by 06/30/2017 as measured by KPREP delivery targets.

## Strategy1:

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

Category: Professional Learning & Support

# Comprehensive School Improvement Plan

Whitley County East Elementary School

Research Cited:

Activity - Professional Growth and Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in English/Language Arts and math performance to determine professional development needed for instructional improvements and interventions.	Professional Learning	08/15/2016	06/30/2017	\$1500 - General Fund	Principal, Teachers, SBDMC and WCBOE

## Strategy2:

Program Reviews - An internal program review will be conducted in order to assure that all students have access and opportunity to Practical Living/Career Studies, Visual and Performing Arts, Writing, K-3 instruction, and World Languages/Global Competencies, as measured by KDE program review scoring rubrics.

Category: Continuous Improvement

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review team members will meet to identify appropriate evidence in order to show that all students at Whitley East Elementary have access and opportunity to learn and grow in The Visual and Performing Arts, Practical Living/Career Studies, Writing instruction, K-3, & World Languages/Global Competencies. Teachers across all disciplines will contribute to the compilation of evidence. Once evidence is compiled, team members will review evidence, and submit ratings and rationale information into the ASSIST tool. Once program information has been identified, teams will gather to determine appropriate steps for program improvement.	Academic Support Program	08/15/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal, SBDMC, Collaboration with FRC as it applies to FRC mission/directive.

## Strategy3:

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

Category: Learning Systems

Research Cited:

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional support staff will orient students into various support programs available. Universal log-ins will be implemented to make more user friendly to students.	Technology	08/15/2016	06/30/2017	\$0 - No Funding Required	Computer Lab Instructional Assistant, Teachers, Principal

## Strategy4:

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

Category: Integrated Methods for Learning

# Comprehensive School Improvement Plan

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Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive both remediation and enrichment within the context of the 21st Century after school/before school program. This program is designed to allow students to participate in activities after school that are based upon Common Core Standards. The program entails fun activities but also has an element that allows students to receive homework help.	Academic Support Program	08/15/2016	06/30/2017	\$15000 - Other	Teachers, Principal, 21st Century S.P.A.C.E. Partners

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Location and Brief History:

Whitley County East Elementary School is located on Kentucky State Highway 92E in the easternmost corner of Whitley County, Kentucky, in the southeastern part of our great Commonwealth. Our community is somewhat remote by most standards and serves a broad but rural, mountainous area. Poverty is an obstacle our community faces, but we refuse to let the implications of poverty define us. Our school prides itself on its sense of history and community; many of our students are direct descendants of the early pioneers to travel through the Cumberland Gap. We are presently in our ninth consecutive year of operation, opening our doors in September of 2007 upon the consolidation of two excellent elementary schools, Nevisdale and Poplar Creek Elementary, which had served the community for many decades prior to the inception of Whitley County East Elementary. We carry on the rich traditions of those two fine schools by being tenacious in our belief that all elementary children deserve the opportunity to receive a rigorous but supportive elementary educational experience. We also look to our future, and know that our children are the future. Therefore, we strive to provide our students opportunities to develop skills that will prepare them for life--namely: a good moral compass, a good work ethic, and the best education that we can provide.

Our Faculty and Staff:

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

School Culture:

## Comprehensive School Improvement Plan

Whitley County East Elementary School

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Whitley County East Elementary School has a school wide Title I program, and at present 90% of our students qualify for either free or reduced breakfast and lunch. At present, large sections of our students are in the care of relatives other than their birth parents, such as grandparents or even great grandparents. We have a very active Parent and Teacher Organization, as well as Parents As Volunteer Educators program, which brings parents into the classroom and school to support student learning and the Common Core. Our school is rich in technology and determination; students have the opportunity to be engaged in learning from the time many of them arrive at seven A.M. until the time they leave to go home in the afternoon. We have active and enriching before and afterschool tutoring sessions, which provide not only content enrichment, but also opportunities for students to participate in various clubs and special interest activities, such as coding, photography/scrapbooking, technology, cooking, sewing, archery, book and math clubs. Our faculty and staff have very high expectations for our students; we firmly believe that education is critical to the future of our community. Our school analyzes all available data, including benchmark testing, to make instructional decisions using a rigorous vertically and horizontally aligned curriculum. Our faculty realizes that behind every score is a child and vice versa. We know both, and often the story and circumstances surrounding the child. When our students achieve, we all do, and we celebrate many important milestones with our students, such as attainment of Eager or Independent Reader, attainment of math automaticity, honor roll, and curriculum advancement.

## **School's Purpose**

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

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

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

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

In the past several years, Whitley County East Elementary School has achieved several landmark accomplishments. For the fifth straight year, our school enjoys classification of "Distinguished." Notable this year, we maintained our "Distinguished" school status, and we were further categorized as "Progressing," and in the Rewards/Assistance Category of "School of Distinction/High Progress School." Statistically, we are currently ranked for 2015-2016 at 30th/710 other elementary schools in the Commonwealth overall, which is up from 65/712 in 2014-2015, and 12/720 in 2013-2014, 79/720 in 2012-2013, and 47/711 for 2011-2012. However, for the past five years, we have maintained a position in the top 100 of other schools in our category, and for the past three years, we have been ranked in the top 25% of other schools in our category based on this indicator. We did meet our Annual Measurable Objective for this year.

Our school is noted to have exceeded, met, or been comparative to both district and state delivery targets for all subjects at this time. Our program review scores were reported to be in the top half when compared to other elementary schools in our category, and have maintained a three-year consistency trend. Data shows that our school scored strongly on the four accountable program reviews last year by carefully planning and documenting our instruction and artifacts. Further support of our programs' effectiveness was the winning of several awards by our students, faculty and staff, and involvement in a variety of clubs. Our students and faculty are constantly seeking ways to use authentic student artifacts and teacher designed instruction and assessment to drive our programs. Extracurricular honors include: Fifth and sixth grade boys' basketball team won the District Championship last spring for the second consecutive year, and our two football squads won in their District bowl games. One of our after school clubs, the "Unbridled Mustangs," recently won a first-place medal in the Daniel Boone Festival Parade in their division, demonstrating hand-sewn costumes and working with live animals.

Whitley County East Elementary School still has many areas that require our attention and warrant focus. We want to continue to have a strong showing in the various program reviews, and be very deliberate in our ELA and math instruction by implementing a rigorous and aligned common core rich curriculum. Data analysis reveals that while we made gains overall in reading and math as compared to last year, many of our students were on the border between cut scores, plus or minus a few points. Reading and math have a "triple threat" accountability, being in the categories of achievement, gap, and growth. In a school with our size of population, each and every student is significant. Instruction is driven by student need. We need to maintain our position with regard to reading and math and focus on supporting our students. To accomplish this goal, we plan to reduce potential novice scores through careful and deliberate data analysis and using benchmark MAP testing to guide our instruction and intervention, so that it is more focused and deliberate, driven by student instructional need. We will have a mindset of growth, and our guiding question will be how we can move each child forward so that they have mastered the standards and skills needed to be successful. In addition, our student population has a high number of transient students who are new to our school and for whom we must ensure that their learning needs are being met. Finally, we want to use our PLC time to plan data-driven, deliberate instruction in a challenging and supportive way that strives to meet the needs of every learner in our school. Students who need additional support can get that support through early morning and after school tutoring sessions and deliberate in-class instruction and re-teaching/enrichment.

## **Additional Information**

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

Whitley County East Elementary School strives to provide an outstanding learning environment for the students who attend here. In the words of the late Rita Pierson, whose work has connected and resonated within our professional learning communities, "Every kid needs a champion." At Whitley County East Elementary, we strive to make sure that we are champions for our students. The elementary years are a very special time, when the foundations are laid, and habits, good or bad, can become life-long mannerisms that can open doors of opportunity for students and set them on the path to becoming successful, productive members of society. Academic success is vital; however, it is simply one facet of the whole child. Our staff is very sensitive to the atmosphere of the school and its place of importance in the community. The school functions as a center for education, but also serves the role as a center for our community. We are very cognizant of the fact that Whitley County East is both a physical, social, and cultural landmark in every sense of the word; we realize how important this state-of-the-art facility on its beautiful forty-plus acre campus is to this area. Indeed, it is a focal point in our rural community. We have a wide variety of curricular and extracurricular activities for our students. All of this feeds into community pride and student motivation, which are two variables that are hard to control. However, in this small, rural Appalachian school, a strong sense of community does exist. Many students develop close mentoring relationships with faculty and staff, which encourages a strong sense of community and for many also encourages the development of a good moral compass. Our doors are open forty-five minutes before the regular academic day begins. During that time, students and staff eat breakfast, visit the library to read, socialize, interact, receive academic help, engage in on-line learning programs that support classroom lessons, or meet in clubs, such as PRIDE. After school and before school focused tutoring and club sessions funded by 21st Century CCLC meet regularly to further support our students. Work ethics grow, confidence builds as skills do, and students find success, which leads to a sense of accomplishment as well as satisfaction, as demonstrated by scores that are at or above the state and district averages at this time. Every student has a test score, but the test score, good, poor, or otherwise does not define the student. It is simply one of many facets of the whole student, and each one shines in its own way.