

2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Whitley County East Elementary School

Mike Partin
Siler, 40763

Last Modified: 08/01/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Mr. Mike R. Partin, Principal, SBDM Chair Mr. Roy Jones, Parent, SBDM Member, Mr. Mike Gray, Parent/SBDM Member Mrs. Holli Gibson, Teacher, SBDM Member, Mrs. Cindy Hamblin, Teacher, SBDM Member, Mr. Jonathan Lawson, Teacher, SBDM Member, Mrs. Kayla Fox, Parent, Mrs. Vanessa Sizemore, Teacher Mrs. Kathy Ballew, FRC Director

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

1. Strength 1-- Communication: School staff offers parents opportunities to discuss school-wide achievement data, including assessment data, at least once a semester. 2. Strength 2--Learning Opportunities: School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. 3. Strength 3--Community Partnerships: 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.)

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Area for Improvement 1--Communication: School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan. Area for Improvement 2-- Learning Opportunities: School staff offers targeted parent workshops and meetings to help parents develop skills to support their children's learning. Area for Improvement 3--Advocacy: Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies, but do not receive training on how to use those strategies or how progress will be measured.

COMMENTS

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

1. Communication: School staff will develop a survey that is sent to parents in multiple formats-- paper, electronic/virtual. The survey will be publicized via a variety of formats to encourage two-way communication. Response rate will be tracked, and the school will set a goal of 50% or greater feedback to help guide and inform parent/family engagement. 2. Learning Opportunities: Family learning engagement sessions will be scheduled at convenient times across the year, averaging one per month, with explicit, relevant topics of providing parents with resources to help ensure student success and support. 3. Advocacy: Our school will continue to identify and target novice level students in ELA and math for support. Parents will be informed of strategies, and will be invited to participate in sessions after school that help train them in how to support novice learners with differentiated instruction via accessible resources from the web as well as traditional paper based.

COMMENTS

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Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Whitley County East Elementary will address the reported condition from the 2017 KY TELL Survey, Q4 1f. whereby 72.7% of our certified faculty reported that parents/guardians support teachers, contributing to their success with students. Conversely, 27.3% of our faculty did not feel that parents/guardians supported teachers, contributing to our successes with students. This area will be critical for success as we continue to establish a community wide culture of learning and achievement. We will address this issue as a school by reaching out to our parents and engaging them in their children's learning. Behavioral and academic expectations will be clearly communicated by faculty, with multiple opportunities for meaningful, two way communication. Positive results will be reinforced. Parent workshops will be held outside of regular school hours to assist parents with resources to work with children in areas of identified need.

COMMENTS

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Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school will engage a variety of stakeholders in the form of ad hoc committees formed by school leadership from a cross section of stakeholder representation. The committees will meet several times across the year and report back to the principal, who will submit reports to the SBDM. Stakeholders will be selected based upon their willingness to serve, interest, and qualifications of being either a teacher, parent, or community partner who has a relevant stake in the students. The meetings will be scheduled at mutually agreeable times both inside and outside of school hours, as agreed upon by the committee. It is conceivable that that meetings can take place collaterally after other meetings and committees meet, such as PTO, advisory, or policy council meetings. The process will be implemented and monitored by the SBDM, made up of the principal, three teachers, and two parents.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Whitley County East Elementary School

Mike Partin
Siler, 40763

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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Whitley County East Elementary School presently has 21 certified teachers, of whom 20 have a Master's degree or higher. 4 of the teachers have been employed 1-3 years, and we have no KTIP teachers at this time. 17 of our faculty have 4 or more years experience. We have no minority faculty at this time. Teachers are assigned to teacher grades and subjects based upon qualifications and surveys, as well as experience. None of our teachers teach out of field at present. The principal has been is in his fifth year as an administrator, and twenty-second year in education. We have 268 students P-6, of whom 220, or 82.09% are experiencing poverty as evidenced by free or reduced meal eligibility. These students perform at a rate comparative to peers in ELA and math. There was a slight (five student) increase this year in students at the poverty level scoring in the novice range in our KPREP data Sixty-three of our students are identified as having disabilities, ranging from learning disabilities to speech language disorders, among others. IEPs are shared with teachers and each classroom has a collaborating/co-teacher. Our disability population performs at a rate comparative to their non-disabled peers in ELA and math We have seven minority students, who are a race other than Caucasian, or who are multi-racial, and all of whom perform in a manner commensurate with peers in ELA and math. We anticipate minimal or approximately 9% turn-over as some of our staff near retirement. Any new teacher is provided a mentor teacher during the first year. In addition, all faculty are assigned Professional Learning Communities for additional support, and these work together with the administrator and district level instructional coaches to analyze and support student performance. Students are assigned to teachers in a random manner, when more than one option are available, and parents are surveyed as to which homeroom teacher they would prefer. Finally, when vacancies occur, the principal, in consultation with the school-based council requests a list of applicants from a pre screened, district maintained pool and conducts interviews. The district works to retain effective educators by providing job-embedded professional learning, advancement opportunities, and paid sick leave time, in addition to pay raises that are commensurate with educational and experiential levels.

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Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

According to our Free and Reduced Lunch federal guidelines, 82.08% of our students have household income levels at or below the national poverty level. Reasons for this include a decline in our area and region of well paying jobs, higher than usual disability rates among adults, and many students being raised by grandparents or other relatives, as well as a larger than usual rate of students meeting criteria for homeless services. While this poverty rate surely impacts our students, we refuse, as a school to permit this potentially limiting and statistically significant piece of data to define us, for we realize that our students have much potential and a good education is key to helping our students find opportunities for a brighter economic future. However, we have a very dedicated and effective faculty and staff, with 95.3% possessing a degree higher than

bachelors and 80.95% of our teachers having four or more years of experience. Our disability rate of 23.5% includes several speech and language only students, as well as a higher than usual number of students with low incidence disabilities. Despite this, our faculty is very adept at providing scaffolded, evidence-based, differentiated instruction to all of our learners.

ATTACHMENTS

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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Goal 1: Increase the average combined reading and math K-PREP scores for all students from 60.1.4% in 2017 to 80.6% in 2019. Goal 2: Provide quality, job embedded professional development for at least 80% of our teachers closing gaps in ELA and math for high poverty student populations.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into school planning.

NOTE: Attachments Optional

Whitley County East Elementary will use resources to provide high quality, evidence based, on going professional development and learning for our faculty and staff that is focused on closing achievement gaps for all students in ELA and math, but specifically for students at risk due to poverty across all grade levels from Preschool through Grade 6. We will provide supports for job-embedded professional learning opportunities to improve our effectiveness as a faculty to effectively reach all of our students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Equity Data 2018	Whitley County East Elementary School Equity Worksheet	

Whitley East School Equity Worksheet
2017-18 School Year

Schools	Students Enrolled (SRC or IC)		Certified Teachers (SRC)		Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		Other, please explain in analysis		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
268	21	7	0%	0	0.00%	0	0.00%	220	82.09%	0	0.00%	63	23.50%	0	0.00%	0	0.00%	4	19.05%	17	80.95%	0	0.00%	2	9.00%	0	-	0	-	0	-			
TOTAL / SCHOOL AVERAGE	268	21	7	0%	0	0.00%	0	0.00%	220	82.09%	0	0.00%	63	23.50%	0	0.00%	4	19.05%	17	80.95%	0	0.00%	2	9.00%	0	-	0	-	0	-				

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	100.00%	83.12%	90.00%	95.00%
Working Conditions -- Community Engagement and Support	90.00%	90.10%	95.00%	100.00%
Working Conditions -- School Leadership	100.00%	9.00%	9.00%	9.00%
Percentage of New and KTIP Teachers	0.00%	0.00%	9.00%	9.00%
Percentage of Teacher Turnover	0.00%	9.00%	9.00%	9.00%
Additional School Measures (Optional)				
Professional Development--High quality PD for high poverty/high performance ELA/Math	50.00%	80.00%	90.00%	100.00%
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)				

2017-2018 Phase II: KDE Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Whitley County East Elementary has several protocols and processes in place to review, analyze, and apply data results. More importantly, behind each and every single piece of data and score is a child, and our faculty prides itself on understanding both aspects, and how this information impacts our students. Formative data from our universal screener, Measures of Academic Progress (MAP) are reviewed triennially by our Professional Learning Community teams, which are comprised of building level faculty and administration, as well as district level instructional coaches and administrators, on occasion. These meetings are documented on PLC agendas and minutes. For a select population of students in Tier 2 or Tier 3 interventions, AIMS Web data is reviewed by our intervention team as well. The data derived from these team meetings drives our instructional practice and instructional delivery of the Common Core. Data is communicated to our parents/guardians at least triennially, and explained in parent teacher conferences. We offer family workshops in understanding MAP scores, as well, at least once per year. Each grade level team writes a synopsis of the MAP data that is presented to and reviewed by our school's Site-Based Decision Making Council at least once per year, and documented on agendas and in minutes. Other data reviewed by our faculty of twenty-two includes preschool universal screeners for our preschool population and our Brigance Kindergarten readiness screener, administered each fall to assess our kindergarten population's readiness for kindergarten. This information is communicated to parents as well, with activities suggested to enhance and enrich children's readiness for school. Our K-2 students take the IOWA assessment each spring, and this data is analyzed upon receipt by our K-2 team used as part of our exit criteria. Our 3-6 instructional team analyzes and disaggregates KPREP data upon receipt each fall for the prior year in the areas of achievement, closing learning gaps and showing growth in ELA and mathematics. This data is reported to our SBDM as well, and shared with our board of education annually at the end of the first semester, as documented on agendas and in minutes.

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Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Whitley County East Elementary School has many key strengths which are conducive to student learning, growth, and achievement. We are very aware of the role our school plays in the developmental years of this community's young people. Our faculty is dedicated and committed to the community we serve. Our foundations are centered upon supporting our students by delivering quality educational experiences, providing opportunities for students to develop a strong work ethic, moral compass, and grit to help prepare them for the roles they currently and potentially will play in the local and global society. Poverty is a reality we face in the students we serve on a daily basis, but a reality that we refuse to let define us. We see education as a means to improve the quality of life for our children. Current Academic State: Whitley County East Elementary performed at a level comparative to district, regional, and state averages, sometimes exceeding state and regional schools of comparative size and population as revealed by review of School Report Card Data from the Kentucky Department of Education. On the Spring, 2017 KPREP Assessment, our 131 third grade, fourth grade, fifth grade, and sixth grade students: Whitley County East Elementary had a combined Reading and Mathematics Proficient/Distinguished percentage rate of 60.1, compared to a district rate of 61.2 and a state rate of 51.7. Whitley County East Elementary had a Reading Proficient/Distinguished rate of 62.0, compared to 64.7 for the district and 54.3 for the state. Whitley County East Elementary had a Mathematics Proficient/Distinguished percentage rate of 58.1, compared to 57.6 for the District and 49.1 for the state. On the Spring, 2017 KPREP Assessment, Whitley County East Elementary achieved the following scores: Achievement, 84.5; Gap, 30.6 Growth, 63.5. Our Non-Duplicated Gap Percentage was measured at 61.1. For our K-2 Populations, as measured by the Spring, 2017 IOWA Assessment, the following grade aggregate scores were derived: KG-ELA, 29 students, at the 96th percentile. KG-Math, 29 students, at the 87th percentile. 1st Grade ELA, 41 students, 76th percentile. 1st Grade Math, 41 students, 87th percentile. 2nd Grade ELA, 40 students, 68th percentile. 2nd Grade Math, 40 students, 81st percentile. Non-Academic Current State: Behavioral Referrals-- --During the 2017 school year, there were 287 disciplinary referrals at Whitley County East Elementary School. Average Daily Attendance -- During the 2016-17 school year, the Average Daily Attendance for Whitley County East Elementary was 92.56%. Present 95% ADA (first two months of school,) compared to 92.6% in 2016 for the whole year. *Free and Reduced Lunch Eligibility-- 90% for 2017, up from 89% in 2016. * Teacher Attendance-- * TELL KY 2017 Survey

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Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Whitley County East Elementary is maintaining in the area of achievement. According to the 2016-17 KPREP data, However, we need to work on closing gaps and helping our students to show categorical growth. In the 2015-16 school year, our school's GAP score was 76.9, and declined to 30.6 in 2016-17, primarily due to an increase in novice and apprentice categorical scores and a decrease in proficient/distinguished scores in the areas of reading and math in our Free and Reduced Meal eligible students on the KPREP assessment for our 3-6 population. On a brighter note, our disability gap population decreased in novice scores for reading and math, showing no novice scores in reading or math this year compared to 6.9% reading the prior year and 3.4% novice math the year prior. Of particular concern was our third grade population, which is now our fourth grade group. We also had a large transient student population that had moved into our school, and those students scored noticeably lower as a population as opposed to students who had been with us for two or more years. Overall, in the subject area of reading, our school's gap novice performance was comparable to the entire population numbers, with 14.5% novice in our Gap group compared to 15% in the whole population, while 7.7 % novice rate in math for our Gap group, compared to 6.8% novice overall in math. This data suggests that we need to focus on reducing novice rates among all of our students in reading and math, but specifically in our free and reduced lunch eligible populations.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Trend Analysis: Academic-- KPREP-- For the 2015-16 school year, our 3-6 population scored 92.3 for achievement. in 2016-17, we scored at 84.5. Specifically, Whitley County East Elementary had a combined Reading and Mathematics Proficient/Distinguished percentage rate of 60.1, compared to a district rate of 61.2 and a state rate of 51.7. Review of data from 2017 KREP further revealed that our school is "on track" in every single skill domain in ELA and mathematics, as well as fifth grade social studies and writing, and fourth grade language mechanics. IOWA--Our K-2 students scored in a comparative manner on the IOWA assessment as revealed by analysis of 2015-2016 and 2016-2017 IOWA results. In 2016, the KG ELA composite score was measured at the 99th percentile, compared to the 96th percentile in 2017. The KG math composite was at the 96th percentile, and in 2017 was measured at the 87th percentile. The first grade ELA composite was at the 73rd percentile, while the 2017 score was measured at the 76th percentile. First grade math composite in 2016 was measured at the 75th percentile, while the math composite score was at the 87th percentile. Finally, second grade 2016 ELA composite was at the 65th percentile, compared to 2017 at the 96th percentile. Math was at the 82nd percentile in 2016, compared to 2017 math composite at the 87th percentile. Analysis of all IOWA subdomains reveals that we are that we are performing strongly in all sub domains for ELA and math, with very strong average percent correct in all subdomains ranging from 40% correct to 87% correct. 2016 Cultural-- During the 2015-16 school year, our average daily attendance as a school was recorded at 93.69%, but declined to 92.56% in the 2016-17 school year. Review of archival data reveals heavier than usual doctor visits/illness for this past year. Behavioral--In the 2015-16 school year, there were 337 recorded disciplinary referrals, reduced to 287 in the 2016-17 school year.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy
- 4- Review, Analyze and Apply Data Results
- 5- Design, Align and Deliver Support Processes with Sub-group Focus
- 6- Establish a Learning Culture and Environment

Whitley County East Elementary School will focus our efforts and resources to leverage our strengths and address potential concerns based upon our assessment data. We will maintain a rigorous and supportive curriculum, and our practice will continue to be informed by student data, with focus on standards mastery for our students. Specifically, we plan to continue to cultivate our strong learning culture and environment by encouraging continued student growth in math and ELA, and closing achievement gaps among all of our populations, especially our at risk/poverty/free and reduced lunch eligible population. We will do this through a data-driven instructional team approach focusing on student mastery of key academic standards in ELA and math. Differentiation will be delivered through use of a mixture of pencil paper and web-based resources, driven by student mastery of standards. Data will be reviewed monthly to further inform our instructional practice and delivery. Finally, we will carefully analyze all available data from IOWA, KPREP, and MAP assessment to make sure that we stay on track in instructional delivery and student mastery of critical Common Core standards.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Strengths/Leverages for Whitley County East Elementary as revealed by review of data are as follows: 1. For the fourth consecutive year, performance comparable to or exceeding state or district averages in the key areas of math and reading proficient/distinguished. Whitley County East Elementary had a Reading Proficient/Distinguished rate of 62.0, compared to 64.7 for the district and 54.3 for the state. Whitley County East Elementary had a Mathematics Proficient/Distinguished percentage rate of 58.1, compared to 57.6 for the District and 49.1 for the state. 2. For the fourth consecutive year, K-2 students scored above the fiftieth percentile in math and ELA. 3. Average Daily Attendance trends appear to be improving, based upon analysis, with the current rate being 95%. Student attendance is a key indicator of success in school. 4. On the 2017 TELL survey, 86.4% of respondents felt that our building was a good place to work and learn. We are very blessed to have a dedicated, professional staff who take an interest in our students and their families, and work hard to support learning in the classroom and beyond.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: School Safety Report_10032017_10:48

Phase II: School Safety Report

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 08/01/2018

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Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

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Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

Provide the date of adoption in the comments box below.

October 1, 2013

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Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

Provide the date of adoption in the comments box below.

October 1, 2013

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

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Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

Provide the date of the review in the comments box below.

September 5, 2017

ATTACHMENTS

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6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

Provide the date of the review in the comments box below.

August 21, 2017

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7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

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9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

August 2, 2017 August 15, 2017

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10. Have practices been developed for students to follow during an earthquake?

Yes

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11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

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Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

Provide the date of the review in the comments box below.

September 7, 2017

ATTACHMENTS

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13. Are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 CSIP Phase II: KDE Title I Annual Review

CSIP Phase II: KDE Title I Annual Review

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 08/01/2018

Status: Locked

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CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

Guiding Questions:

Which data sources did the school use to conduct its Needs Assessment?

What needs did the data identify?

What specific grade levels and/or content areas were identified as priority?

What achievement gaps were identified?

Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?

Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

Whitley County East Elementary School used a variety of data sources to conduct our Needs Assessment for the 2017-2018 school year. Specifically, we looked at a mixture of non-academic and academic indicators. Non-Academic Indicators reviewed included data from the last two years (2015-16 and 2016-17) regarding Free and Reduced Lunch Eligibility, Student Average Daily Attendance, Disciplinary Referrals, and surveys from families and staff, including our TELL KY survey from spring, 2017. Academic Indicators analyzed were scores from the past two years (2015-16 and 2016-17) from a variety of sources, and for different populations. For our preschool students, we looked at triennial screeners. For our KG students, we looked at Brigance readiness scores. We reviewed Measures of Academic Progress (MAP) scores for K-6 students to help inform and drive instruction triennially. We reviewed AIMS web data for students in special education and intervention tiers. Our K-2 students took the IOWA assessment, and our 3-6 students took the KPREP assessment. Overall, the data reviewed revealed that we have a strong school that is doing a good job of delivering a rigorous but supportive curriculum. We focus on standards rich instructional practices, and our achievement scores are comparable to or exceed state averages at this time. However, close scrutiny of the data, particularly KPREP data from the spring, 2017 KPREP administration revealed that for our 3-6 population, while we are maintaining strong achievement scores, we need to improve in helping our students show growth and close gaps. In addition, in the key areas of math and reading, our gap group of free and reduced eligible students increased in the categories of novice and apprentice. Title I funds are used to address these priorities for our school by funding salary for 2.2 staff members to help reduce class size and strengthen student learning outcomes. These staff use a variety of methods to provide scaffolded, differentiated instruction to successfully meet the learning needs of our students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Schoolwide Reform Strategies

Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

Guiding Questions:

Was the schoolwide plan implemented as written?

Which goal(s) from the CSIP address Schoolwide Reform Strategies?

How is Title I funding being directed to address the goal?

How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?

Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?

Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

The Consolidated School Improvement Plan for Whitley County East Elementary was implemented as written. The CSIP Goals that address school wide reform strategies is to 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. Additionally, we are focusing on reducing our novice scoring populations by half in ELA and math. Title I funding is directed to address the goal by employing 2.2 additional faculty to reduce class sizes and provide instructional support to our teachers to assist with differentiation of instruction, based on data driven student needs. Similarly, activities, strategies, professional development, and staffing decisions are selected to address and support goals based on success as related to student achievement. Specific strategies and activities that support student achievement include meeting in professional learning communities weekly, wherein student data is analyzed and instructional strategies are planned. We also use several programs to provide a strong differentiation component (both remedial and enrichment) using evidence based practices. Among these are Spelling/Vocabulary City, IXL Learning, and Study Island. Students across the grades keep content notebooks that include key academic vocabulary and examples. Family engagement activities supported and extended classroom based instruction, and materials were sent home with parents to assist in the key areas of ELA and math.

ATTACHMENTS

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3. Professional Development

Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

Guiding Questions:

What measures were used to determine the school's professional development needs?

How was the professional development tied to the school's identified need?

Did the professional development improve instruction based on a thorough review of student achievement data?

How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

Whitley County East Elementary School's professional development needs were determined via staff surveys and polls, as well as consideration of parent surveys and assessment data. Teachers and principal developed self-directed professional growth plans that were tied to student needs and the goals of the school. Quality Professional Development was acquired through a variety of methods, including teacher led, principal led, and outside expert led sessions, including in person, webinar, and chat sessions. All staff, including paraprofessionals, Family Resource, and special education participated, when relevant, in professional development. Specific attention is paid to being a rural educator in a high-poverty environment. Based upon review of student data, the high quality professional development had a positive impact on student achievement. For example, our K-2 population had no aggregate scores below the fiftieth percentile in ELA or math, as measured and reported by IOWA. Our 3-6 KPREP combined reading and math proficiency rates for the

spring, 2017 year was 60.1, compared to 61.2 district and 51.7 state proficient/distinguished rate. In addition, all skills and sub-domains in ELA and math were noted to be on track, based on IOWA and KPREP assessment data for grades K-6.

ATTACHMENTS

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4. Family Engagement

Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

Guiding Questions:

How much Title I money was spent on family engagement?

What kind of programs, activities, and procedures were planned?

What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

Whitley County East Elementary School held monthly family engagement events and workshops across the year at a cost of two hundred dollars per event. In alternating months, the school help themed family literacy and math nights, which saw excellent participation by students and adults. A preschool to kindergarten "Kinderboost" event was help in the spring to support families who would be entering kindergarten, both those who attended preschool and those who did not. Key topics in the Kinderboost workshop included readiness activities in pre-literacy and pre-numeracy as well as a mini workshop on interpreting test scores. Packets were sent home to families . Other family workshop topics included use of MyOn, a web based reading program and IXL, a web based supplemental program that supports students in ELA, math, science, and social studies. The programs were well attended and resulted in stronger family engagement. In addition, our SBDM reviewed our family engagement policies. We are very fortunate to have an active P.A.V.E. (Parents As Volunteer Educators) program, which brings screened parents, guardians, and grandparents into the educational setting, as their schedule permits.

ATTACHMENTS

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5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

Guiding Questions:

How did school and district administrators collaborate through funded programs such as Head Start?

What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?

How effective were these strategies?

How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

Whitley County East Elementary School has an in house preschool that is blended with Head Start and State Preschool Students. Students attend all day, five days per week. The program is for three and four year olds, and reaches out to students who may have developmental delays or disabilities to offer services by their third birthday by collaborating with FIRST STEPS as well as

offering a referral program whereby students with a suspected disability attend part time and receive tiered interventions in areas of suspected concern. Throughout the year, the FRC has an in house before school readiness camp to help ease transitions from preschool to kindergarten. Moreover, each spring a "Kinderboost" family workshop is held, in collaboration with our Head Start Partner, Bell Whitley Community Action Center. Moreover, KG readiness as assessed by the Brignance screener revealed that 67.7 percent of our students last fall entered kindergarten as being kindergarten ready. There was noted to be a marked difference for students who had attended our Head Start/preschool blended program, and those who did not in terms of meeting the readiness criteria. Our exiting sixth graders go on one more "get acquainted" visits/workshops, as well as designated family nights, to our middle school to help ease transition from sixth to seventh grade. These meetings and workshops address various aspects of transition experiences, with particular attention paid to special needs issues. These strategies were effective in helping to ease transition points among the levels of early childhood to school, and from elementary school to the middle school years.

ATTACHMENTS

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6. Measures used to include teachers in decisions

Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

Guiding Questions:

How were all teachers included in the selection of academic assessments?

How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

Whitley County East Elementary included teachers in the selection, use, and interpretation of school-based assessments to improve student achievement. Teachers responded to surveys about needs, served on building and district level committees and analyzed results of academic assessments in building level professional learning community meetings. This analysis informed and helped to drive our instructional practice, including selection, use and interpretation of school based assessment to improve student achievement. Finally, students are assessed and given feedback in a timely manner, which helps to improve student achievement.

ATTACHMENTS

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7. Activities used to ensure students met Kentucky Academic Standards

Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:

How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

Which activities were deemed successful and which ones are in need of change?

Whitley County East Elementary School uses the Kentucky System of Interventions to work with students who are in danger of not meeting state standards through a multi-tiered, evidence based

intervention approach. Formative MAP (Measures of Academic Progress) data is collected and disaggregated triennially by the Response to Intervention teams, which include the principal, intervention teachers, special education teachers, and classroom teachers. Students are moved among the tiers based upon their progress, and those in Tier 2 or 3 are measured using AIMS web. Our school also benefits from having Kentucky Department of Education grant partially-funded Read to Achieve full time reading intervention dedicated teacher, and a Math Achievement Fund (MAF) dedicated full time math intervention teacher to work with our students who are not meeting standards in grades K-3. Interventions are measured weekly and discussed at least triennially. In addition, teachers and paraeducators collaborate for instructional planning and delivery for students who need extra support. Finally, activities identified in the CSIP are monitored closely for effectiveness through data based discussions in professional learning committees by faculty and administration, and reported to our SBDM. Strategies that are successful, as measured by available data or considered successful, whereas those that are not are identified for revision, substitution, or elimination.

ATTACHMENTS

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8. Coordination and integration of programs

Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:

Which federal, state, and local funds were made available to the school?

How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?

What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

Whitley County East Elementary School has benefitted from several federal, state, and local funds that help us to operate and deliver services to students. Federal funds include Title I, Title II, IDEA. State funds include SEEK funding for ADA, as well as two intervention grants, one for math, the MAF fund, and one for reading, RTA. We also benefit from a 21st Century grant that offers before and after school services. We also receive operating support through the Federal school lunch program, the state Family Resource and Youth Services Center Grant, and preschool funds from the state. Finally, we receive funds from our local tax base, and we are benefitting from a grant from Save the Children Sponsorship Pilot, year 2. These funds are used to deliver high quality, age appropriate instruction to our students, using state and local curriculum. Federal Title I Part A funds are used to supplement our existing resources, programs, and staffing needs at the building level. Presently, we use the funds to pay salary for two teachers, which are dedicated to improve student learning and achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 Phase III: Closing the Achievement Gap

Phase III: Closing the Achievement Gap

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 08/01/2018

Status: Locked

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

The following Achievement Gap Groups were considered for Reading and math for the 2015/16 and 2017/18 years: Free or Reduced Meals Eligible, Disability with IEP, Male and Female.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Whitley County East Elementary School is located in the rural, easternmost corner of Whitley County in the Appalachian Mountains. Our school is a Title I eligible school. The present number of students qualifying for free or reduced meals is 220, which equates to 82.09% of our entire P-6 population. Likewise, we have a significant population of students who qualify for services under one or more of the categories of the IDEA, 63, or 23.5% of the total population of 268. There are 137 males currently enrolled in our school, or 51% of our population, and 131 females, or 49% of our population, making our gender ratios comparable. Even though poverty and disabilities are prevalent in our community, we refuse to permit the implications of being poor or having a learning or behavioral difference to define our students or their prospects. Our faculty and staff work very hard to make sure that all of our students receive a high quality, supportive yet rigorous education for the 268 students we serve.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Whitley County East Elementary School reviewed our schools' assessment data for the last two years. Specifically, we were looking to see how our identified gap groups performed when compared across the two year interval. No data was available due to there not being a significant population in the areas of African American, Hispanic, Asian, Migrant, or English Learners. However, we did review our data for Free/Reduced Meal Eligibility, Disability with IEP, Male, and Female Gap group populations, as specified below. According to the school report card at <http://applications.education.ky.gov/SRC/DeliveryTarget.aspx> our school had the following percentages of Proficient or better in Reading and Math on the KPREP Assessment for the period from 2015/16 and 2016/17: Reading, 2015/16: Free and Reduced Meals Eligible-72.6 P/D Disability-96.3 P/D Male-74.0 P/D Female- 71.4 P/D Reading, 2016/17: Free and Reduced Meals Eligible-59.5 P/D Disability-95.5 P/D Male-64.3 P/D Female-59.3 P/D Math, 2015/16: Free and Reduced Meals Eligible-68.6 P/D Disability-100 P/D Male-78.1 P/D Female-58.9 P/D Math, 2016/17: Free and Reduced Meals Eligible-57.7 P/D Disability-95.5 P/D Male-61.4 P/D Female-54.2 P/D In the subject of Reading, our Free or Reduced Meals eligible category regressed in Proficient/Distinguished 14.9 from 72.6 in 2015/16 to 59.5 in 2016/17. In the subject of Math, we regressed in this category from 10.9 from 68.6 in 2015/16 to 57.7 in 2016/17. Disability scores were comparable across the two year interval, from 96.3 in reading during the 2015/16 year to 95.5 in 2016/17 and in math from 100 in 2015/16 to 95.5 in 2016/17. Our Male to Female performance comparisons for the two year interval revealed that our males out performed our females in reading and math for both years by narrow margins, as well as showing regression in performance for both genders across the two year period, as noted above.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based upon analysis of the gap data, Whitley County East Elementary has had strong performance in closing gaps for our disability with IEP population in the subjects of reading and math. We have a strong performance with regard to instructional delivery and assessment with regard to this population at present time, although we did regress slightly in the 2016/17 year, when compared to the 2015/16 year, according to KREP. More than half of our students in both years demonstrated proficiency or better in both reading and math; however, we will not be satisfied until all of our students are performing as well as they can.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

At present time, Whitley County East Elementary School has regressed from the 2015/16 school year as compared to the 2016/17 school year on the KREP assessment. Our Reading Free and Reduced meals eligible population decreased from 72.6 to 59.5 in reading, and math from 68.6 to 57.7. Our males out performed females on math for both years; in 2015/16 our male population was at 78.1, while the female population was at 58.9. In 2016/17, males were at 61.4, and females 54.2. However, more of our male populations than female have an IEP.

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

Teachers, administrators, and instructional support staff receive job-embedded opportunities for professional growth and development on a variety of topics. These are closely aligned with professional growth plans, which are driven by student performance, surveys, and identified professional needs. These opportunities are presented at the state, regional, district and building level and utilize a variety of training methods, including face to face, webinar, and on line/self-paced modules, and are further discuss in professional learning community meetings. Priorities in this year's plan include successful preschool to Kindergarten transitions, targeting chronic absenteeism, and closing achievement gaps for students who are come from high-poverty backgrounds. With regard to extended school services, our school identifies students who are not performing at proficient rates and offer services before and after school in ELA and math from a certified teacher. Students received scaffolded lessons and enrichment experiences according to identified standards and skills based upon Measures of Academic Progress (MAP) assessments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Analysis of root causes of persistent achievement gaps reveal that Whitley County East Elementary School had been on track in closing its achievement gaps until the 2017 KPREP assessment data revealed that our Free and Reduced Meal Eligible population increased in the novice category in ELA and math, when compared to our entire population. Further data reveals that during the 2016/17 year, we had a higher than usual population of transient students that had enrolled from other districts and states and therefore did not have the instructional background experiences and curriculum delivery that our other students had received. Finally, the small size of our population serves to underscore in data terms that each and every score is significant, and moreover, each and every student is important. However, there are differences from year to year in groups in terms of the size of the population as well as achievement.

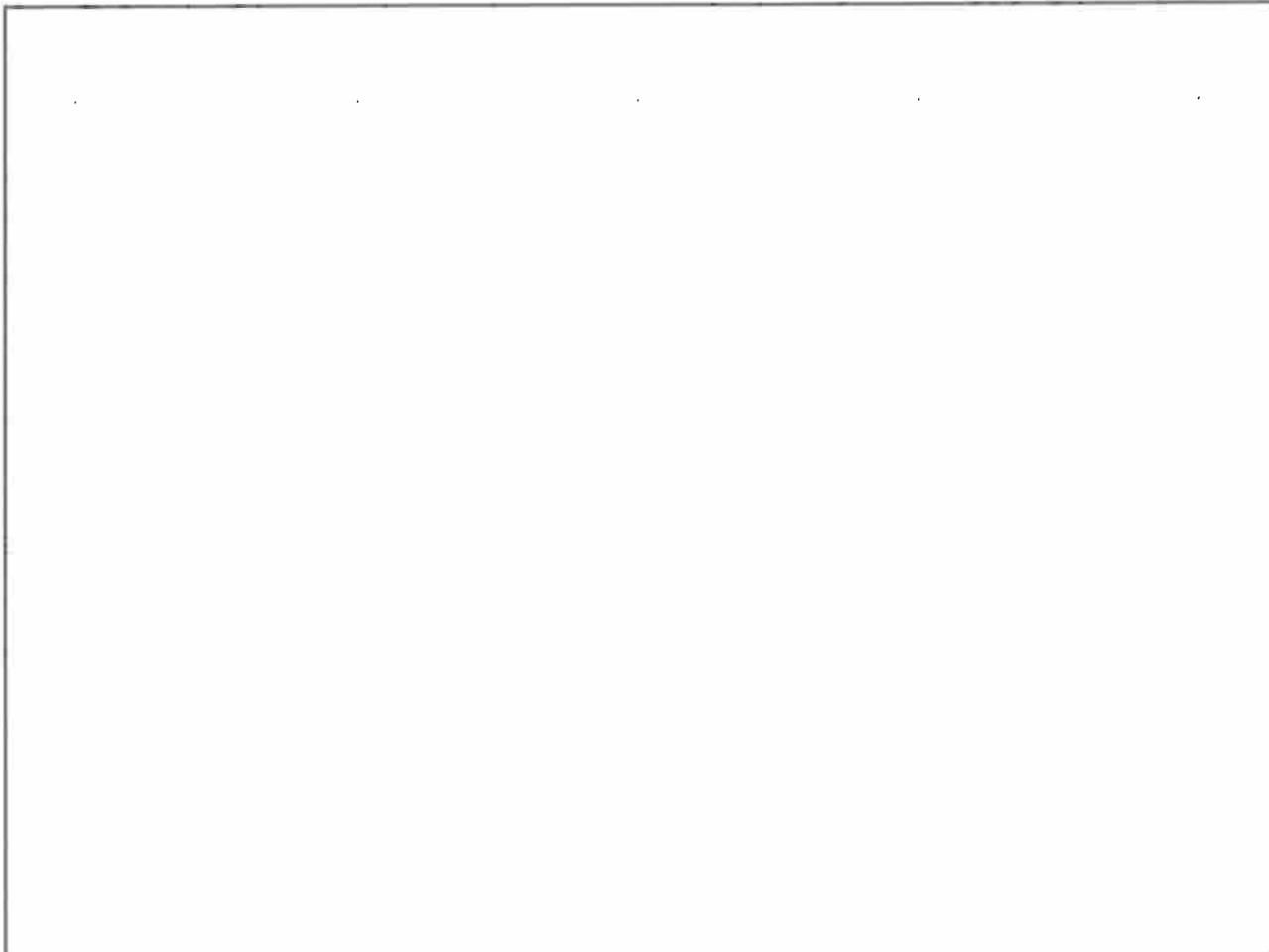
G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

All faculty and some specific instructional support staff at Whitley County East Elementary meet during Professional Learning Community Meetings every two weeks or so and continuously review student achievement and gaps. Some of the faculty and staff have multiple roles. Additionally, all data is reviewed, analyzed, and disaggregated on specially designated data days. Further input is gained through our Parent-Teacher organization at PTO meetings and Site-Based Decision Making Council committee meetings. Here are some names and roles of those involved: Travis Adkins, Teacher Emily Cain, Teacher Jennifer Croley, Teacher/Parent Norma Dillon, Teacher Holli Gibson, Teacher/SBDM Teacher Member Cindy Hambin, Reading Intervention Teacher/SBDM Teacher Member Dana Junker, VPA/Health/PE Teacher/Parent Jonathan Lawson, Teacher/SBDM Teacher Member Lauren Lawson, Teacher/Parent Tonya McKiddy, Preschool Teacher/Parent

James Nichols, Teacher Mike R. Partin, Principal/SBDM Chair Heather Powers, Teacher/Parent Scottie Rice, Teacher Shannon Rice, Teacher Sharon Saylor, Exceptional Needs Teacher Vanessa Sizemore, Math Intervention Teacher Lisa Smith, Media Specialist Deborah Thomas, Exceptional Needs Teacher Georgette Vanover, Preschool Teacher/Parent Jessica Wilder, Exceptional Needs Teacher/Parent Kendra Wilson, SLP Kim Creekmore, District Instructional Coach Michael Gray, SBDM Parent Representative Roy Jones, SBDM Parent Representative Kristin Noe, Parent, PTO Secretary Stephanie Rose, Parent Shawnda Lawson, Parent Brian Vanover, Parent Aloura Bray, Parent Tiffany Bunch, Parent

III. Planning the Work

Review the following flowchart to aid in completing the work.



Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

An achievement gap was identified in our Free and Reduced Meals Eligible population based upon data from the KPREP assessment in reading and math from 2015/16 to 2017/18. This group is so large in our school that it touches virtually all of the other potential gap areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification, Whitley County East Elementary, 2017 18	Gap group analysis by category.	III
 Measurable Gap Goal, Whitley County East Elementary School, 2017 18	Measurable Gap Goal for Whitley County East Elementary School, 2017 18, with Activities and Strategies.	III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced Meals Eligible	220 of 268 or 82.09%
Disability with IEP	63 of 268 or 23.5%
Male	137 of 268 or 51%
Female	131 of 268 or 49%
Hispanic	0 of 268 or 0%
African American	1 of 268 or 0.003%
Asian	0 of 268 or 0%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group in elementary from 53.9% to 76.7% in 2019.	A. Review, analyze, apply data.	1 a. Review and analyze school Report Card, Pearson reports, IOWA riverside reports, Brigance screening results, MAP reports.	Principal, Teachers	Agendas and sign in sheet, analysis.	\$0
		2 a. Review and analyze TELL KY survey.	Principal, Teachers	Agendas and sign in sheets, analysis.	\$0
	B. Review, analyze, and remove non-cognitive barriers as relating to data and student needs.	3 b. Review and analyze IC reports for attendance, behavior.	Principal, Teachers, Attendance Clerk, FRC	Agendas and sign in sheets, analysis.	\$0
		4 b. Home visits and conferences.	Principal, Teachers, Attendance Clerk, FRC	Logs, anecdotal records.	\$0
	C. Design, align, and deliver instructional support.	5 c. Extended School Services	Principal, Teachers, 21st Century CLC staff.	Attendance records, forms, student reports.	\$67,500.00
		6 c. Morning focus groups.	Principal, Teachers,	Attendance records, forms, student reports.	\$0
		7 c. Intervention services	Principal, Teachers, Intervention Teachers	Attendance records, forms, student reports.	\$97,000

2017-2018 Phase III: Goal Builder for Schools

Phase III: Goal Builder for Schools

Whitley County East Elementary School
Mike Partin
Siler, 40763

Last Modified: 08/01/2018
Status: Locked

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder 17 18, Whitley County East Elementary School	2017 18 CSIP Goal Builder for Whitley County East Elementary School	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your **Proficiency Goal**

Goal 1: Increase the combined reading and math proficiency rating for all students at Whitley County East Elementary School from 60.1 in 2017 to 80.6 in 2019.						
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1: Increase the combined reading and math proficiency rating for all students at Whitley County East Elementary School from 60.1 in 2017 to 76.7 in 2018.	1A-Review, analyze, and apply data as related to students in math and ELA.	a. Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, KREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, Faculty Meetings, PLC agendas and minutes,	Principal, teachers, instructional coaches.	10/02/17-09/28/2018	\$0
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, logs, Infinite Campus records, anecdotal records.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/02/17-09/28/2018	\$0
	1B-Design, align, and	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic	Lesson Plans, MAP, Spelling/Vocabulary	Principal, teachers,	10/02/17-09/28/2018	\$4,000.00, Instructional

Goal 1: Increase the combined reading and math proficiency rating for all students at Whitley County East Elementary School from 60.1 in 2017 to 80.6 in 2019.						
	deliver support for quality instruction in ELA and math.	rigor and scaffolded support.	City, IXL Learning, Study Island Reports,	instructional coaches..		Funds
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD schedules and agendas, power points, training materials.	Principal, teachers, PD coordinator.	10/02/17-09/28/2018	\$1,000.00, Professional Development Funds

2: Gap

State your **Gap** Goal

Goal 2: Increase the combined reading and math proficiency rating for all students in the non-duplicated gap group at Whitley County East Elementary School from 59.3 in 2017 to 80.0 in 2019.			
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1: Increase	2A- Review, analyze,	a. Analyze and disaggregate data from	Reports, Faculty	Principal,	10/02/17-	\$0

the combined reading and math proficiency rating for all students in the non-duplicated gap group at Whitley County East Elementary School from 59.3 in 2017 to 76.0 in 2018.	and apply data as related to students in math and reading/ELA	Brigance Screeners, MAP Benchmarks, IOWA Assessments, KREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Meetings, PLC agendas and minutes,	teachers, instructional coaches. Instructional support staff.	09/28/2018	
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, logs, Infinite Campus records, anecdotal records.	Principal, teachers, instructional coaches. Instructional support staff, FRC, DPP, SRO	10/02/17-09/28/2018	\$0
	2B- Design, Align, and Deliver Support	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support	Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports,	Principal, teachers, instructional coaches, instructional team.	10/02/17-09/28/2018	\$4,000, Instructional Funds
		b. Teacher/administrator led and/or other professional led high-quality Professional Development opportunities, via face to face, on line, self-paced modules for educators and administrators.	PD schedules, authorizations, and agendas, training materials.	Principal, teachers, instructional coaches. Instructional support staff, PD coordinator.	10/02/17-09/28/2018	\$1,000, Instructional Funds

3: Graduation rate

State your **Graduation rate** Goal

	Goal 3: N/A		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

	Goal 3: N/A
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<i>was chosen.)</i>	<ul style="list-style-type: none"> c. KCWP 1: Design and Deploy Standards d. KCWP 2: Design and Deliver Instruction e. KCWP 3: Design and Deliver Assessment Literacy f. KCWP 4: Review, Analyze and Apply Data g. KCWP 5: Design, Align and Deliver Support h. KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1: N/A	N/A	N/A	N/A	N/A	N/A	N/A

4: Growth

State your **Growth** Goal

Goal 4: Increase the combined reading and math proficiency growth rating for all students at Whitley County East Elementary School from 65.8 in 2017 to 70.8 in 2018.						
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> i. KCWP 1: Design and Deploy Standards j. KCWP 2: Design and Deliver Instruction k. KCWP 3: Design and Deliver Assessment Literacy l. KCWP 4: Review, Analyze and Apply Data m. KCWP 5: Design, Align and Deliver Support n. KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1: Increase reading proficiency growth rate from 64.2 in 2017 to 66.7 in 2018.	4A- Design and deliver instruction.	a. Provide and deliver quality reading instructional support materials based upon the identified needs of students and teachers.	Lesson Plans, PLC agendas and minutes, MAP reports.	Teachers, principal, instructional coaches.	10/02/17-09/28/2018	\$2,500.00, Instructional Funds
		b. Through 21 st Century CLC, provide before after school support and enrichment clubs (character, physical fitness, coding, art, reading, technology) and tutoring, including parent engagement in student reading/ELA learning and achievement for grades K-6.	21 st Century CLC schedules, reports, attendance records, sign-in sheets.	Teachers, principal, 21 st Century staff	10/02/17-09/28/2018	\$67,500.00, 21 st Century CLC Grant

Goal 4: Increase the combined reading and math proficiency growth rating for all students at Whitley County East Elementary School from 65.8 in 2017 to 70.8 in 2018.						
		c. Provide small group reading intervention or collaboration services in K-3 for identified students who are performing below grade level, to include Tier 2 and Tier 3 interventions	RTA and small group schedules and reports, MAP and AIMS web reports.	Teachers, principal, reading intervention teacher.	10/02/17-09/28/2018	\$48,500, RTA Grant
Objective 2: Increase math proficiency growth rate from 67.4 in 2017 to 69.9 in 2018.	4B- Design and deliver instruction.	a. Provide and deliver quality reading instructional support materials based upon the needs of students and teachers.	Lesson Plans, PLC agendas and minutes, MAP reports.	Teachers, principal, instructional coaches.	10/02/17-09/28/2018	\$2,500.00, Instructional Funds
		b. Through 21 st Century CLC, provide before after school support clubs and tutoring, including parent engagement in student math learning and achievement for grades K-6.	21 st Century CLC schedules, reports, attendance records, sign-in sheets	Teachers, principal, 21 st Century staff	10/02/17-09/28/2018	\$67,500.00, 21 st Century CLC Grant
		c. Provide small group math intervention or collaboration services in K-3 for identified students who are performing below grade level, to include Tier 2 and Tier 3 interventions.	MIT Schedules and reports, MAP and AIMS web reports.	Teachers, principal, math intervention teacher.	10/02/17-09/28/2018	\$48,500, MAF Grant

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Increase the writing proficiency rating for all assessed fifth grade students at Whitley County East Elementary School from 54.5 in 2017 to 85.5 in 2019 as they transition to the middle school years.			
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> a. KCWP 1: Design and Deploy Standards b. KCWP 2: Design and Deliver Instruction 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards – Continuous Improvement Activities 		

Goal 5: Increase the writing proficiency rating for all assessed fifth grade students at Whitley County East Elementary School from 54.5 in 2017 to 85.5 in 2019 as they transition to the middle school years.						
c. KCWP 3: Design and Deliver Assessment Literacy d. KCWP 4: Review, Analyze and Apply Data e. KCWP 5: Design, Align and Deliver Support f. KCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none"> • KCWP2: Design and Deliver Instruction – Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy – Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data – Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support – Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment – Continuous Improvement Activities 				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1: Increase the writing proficiency rating for all assessed students at Whitley County East Elementary School from 54.5 in 2017 to 82.5 in 2018.	5A- Design and deliver instruction.	a. Students will learn to apply appropriate strategies (S.P.A.T., 5 paragraph method) to different authentic prompts.	Work samples, lesson plans, feedback.	Principal, teachers, instructional coaches.	10/02/17-09/28/2018	\$0
		b. Writing scrimmages periodically (every 10-14 days) for fifth graders using templates and rubrics..	Work samples, lesson plans, feedback, writing folders.	Principal, teachers.	10/02/17-09/28/2018	\$0
		c. Assemble a writing folder over time from K-6 with authentic, age and grade appropriate pieces written for a variety of audience and for a variety of purposes, with a combination of machine written and handwritten artifacts.	Work samples, lesson plans, feedback, writing folders.	Principal, teachers, district writing coach.	10/02/17-09/28/2018	\$0

6: Other (optional)

State your **Other Goal** (optional)

	Goal 6: N/A
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<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> g. KCWP 1: Design and Deploy Standards h. KCWP 2: Design and Deliver Instruction i. KCWP 3: Design and Deliver Assessment Literacy j. KCWP 4: Review, Analyze and Apply Data k. KCWP 5: Design, Align and Deliver Support l. KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible	Progress Monitoring Date & Notes	Funding/Sources
Objective 1:	N/A	N/A	N/A	N/A	N/A	N/A
Objective 2:						

2017-2018 Phase III: Executive Summary for Schools

Phase III: Executive Summary for Schools

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 08/01/2018

Status: Locked

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Whitley County East Elementary School is located directly on Kentucky State Highway 92E in the easternmost corner of Whitley County, Kentucky. We are one of the seven elementary schools that, along with a middle school, high school, and an alternative school comprise the Whitley County Public School District. Whitley County East Elementary is currently celebrating its tenth year of operations; we opened our doors in September of 2007 upon the consolidation of the former Nevisdale and Poplar Creek Elementary Schools. Our community has a rich sense of history and heritage; many students can trace their lineage to the early settlement of the area. This history provides a background as we prepare our students for life in the 21st century. The area we serve is very rural, mountainous, geographically large, and economically poor; at present time approximately 83% of our student population in grades preschool through sixth grade qualify for free or reduced meals. We are a schoolwide Title I school. A significant portion of our students are in the care of someone other than their biological parents, including some who are being raised by great grandparents. However, as a school and a community, we refuse to permit the implications of poverty to define us in any way other than another barrier to overcome. Our campus is framed by the foothills of the beautiful Appalachian Mountains. As a learning community, we take a good deal of pride in our building, our students, and their families. Our population has remained fairly consistent across the past three years in terms of size, despite a higher than normal transiency rate. At this present time, there are eleven kindergarten through grade six homeroom teachers, serving two hundred thirty students at Whitley County East Elementary School. Additionally, we have an excellent preschool program, with two IECE educators who, along with two full time CDA assistants, serve another thirty-eight three and four year old students. Thus, our student population for grades preschool-sixth is two hundred sixty-eight. As building, we are fortunate to have the services of a very strong Math and Reading Intervention team, led by our dedicated Math and Reading Interventionists. We also have three exceptional needs teachers who work closely with our other faculty in collaborative co-teaching and resource settings to meet the diverse learning needs of our students. We have one media specialist, who also teaches computers and career studies to our students, and one Visual and Performing Arts/Physical Education/Health Teacher. All of our teachers collaborate and work closely to coordinate special events in the school. Eighty percent of our teachers have four or more years' worth of experience, and ninety-five percent of the teachers in our building have degrees beyond a Bachelor of Science or Bachelor of Art. Our students also have the services of a full time Family Resource Coordinator, who works to reduce non-cognitive barriers to student learning, four instructional assistants, one each itinerant speech/language therapist, school nurse, occupational therapist, and physical therapist. We have one cafeteria clerk, one cafeteria manager, three full time cooks, and three custodians who keep our learning environment clean and in good repair. Our school partners with a local mental health agency, Cumberland River Comprehensive Care, and our building has the services of two full time school based therapists and a behavioral assistant. We have eight busses and bus assistants who serve our area. 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 serving our students. Finally, our staff and faculty work closely with other district level employees and leaders, as well as community members to support our students and their needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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. Our school's mission is to provide and cultivate an environment in which all students are expected to achieve at high levels. Our school's motto is: "Whitley County East Elementary School: Where Kids Come First!" and we mean that with all sincerity. Every activity we do, every decision we make hinges upon student achievement and welfare. The guiding values behind our administration, faculty, and staff reflect that we want to provide our students with the opportunity to develop a good work ethic, a strong moral compass, and good old-fashioned grit, while providing as much rich, relevant instruction as possible. When our students are successful, we all 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 and best practice instructional strategies and methods for each grade level and classroom. In addition to the core subjects of math, English/ Language Arts, science, and social studies, our students receive instruction in the Visual and Performing Arts, World Languages, Computers, Health, and Physical Education. We further utilize several resources to enrich instruction and help students make connections to content. Our curriculum helps to develop creativity, independent thinking, social well-being, and citizenship not only in the local community, but also on a national and world scale. Each child we teach is unique, and we pride ourselves as a staff on meeting their learning needs and holding a high academic standard. We want each of our students to fulfill her or his highest academic and social potential, so that they may better prepare for future roles as citizens. We offer the opportunity for our students to participate in a variety of extracurricular clubs and activities, including girls' and boys' basketball, football, cheerleading, academic team, PRIDE club, girls' and boys' soccer teams, little league football and basketball. We have a very active Mustang Choir that is a source of great pride in the school and community, performing at many functions and special days, including assemblies, plays, and other special events.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 had several landmark accomplishments. As a school, we are in competition only with ourselves and in that to be better than we were. We are continually trying to improve learning for our students. Although this is a transition year in terms of accountability, Whitley East performed comparably in terms of achievement as we have for the past several consecutive data cycles. Although we did not reach our delivery targets in terms of combined math and reading proficiency rates, we performed in a comparative manner to the rest of the county, and ahead of the state. Our combined reading and math proficiency rate was 60.1%, combined with 61.2% for the entire county in the elementary division and 51.7 for the elementary division in the state. Although schools are not officially ranked at this time, statistically, our performance once again ranks us in the top 25% of other schools in our category (168/694) in the state, where we have been for the past several years. Prior rankings were 30/710 in 2015-16, and 65/712 in 2014/15. Our academic index placed us as the second ranking within our district, falling from first in prior years, and ceding our place as the third highest scoring school in our cooperative region from last year. To improve our student achievement, we realize that we must continue to focus on reducing areas of potential novice scores in reading and math by closing our achievement gaps. To that end, we plan to use our PLC time to plan data-

driven, deliberate instruction that is scaffolded to meet our student's learning needs. In addition to our test scores, we also had another notable extracurricular achievement. Our fifth and sixth grade boys' basketball team brought home a "three-peat" district championship to our school last spring, earning that title for the third consecutive year. Also, one of our fifth graders won a district level essay on the theme "Why My Grandparent Should Be the AARP Grandparent of the Year."

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

The students at Whitley County East Elementary School benefit from two grant programs at this present time. First, we are in year four of a 21st Century Community Learning Center grant. This program benefits our students by providing one hundred twenty days of before and after school clubs and tutoring services. In addition, our students can choose to select up to twenty days of summer learning Science, Technology, Reading, Engineering, Music (STREAM) activities and field trips. The grant supports on site family engagement and learning, as well as affords students a chance to explore such diverse clubs as archery, technology, coding, cooking, photography/scrapbooking, book and math clubs. Whitley County East Elementary is also in year two of a Save the Children Sponsorship Pilot Grant. The focus of the grant is literacy in grades preschool through fourth grade, and provides books, technology, and other literacy items, to help support learning in our school, within families, and in our community. One hundred ninety-four of our students had at least one parent/or guardian represent them in parent-teacher conferences last year, and our school enjoyed the support of three hundred sixty-six volunteer hours from P.A.V.E. (Parents As Volunteer Educators) who enriched classroom experiences for our students. Furthermore, our school is rich in both determination and technological resources, which we use daily to support, enrich, and, when necessary remediate mastery of the Common Core State Specific Standards. We understand that skill mastery equates to standards mastery. Our curriculum is aligned horizontally and vertically, and is rigorous but supportive. We use all available data to make sure that students are supported and challenged. We pride ourselves as a faculty on knowing and understanding both the data and the child the data represents. Along the way, we celebrate student achievement milestones: attainment of Eager Reader or Independent Reader, math fact automaticity, honor roll, perfect attendance, extracurricular achievements included.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 Program Assurance Document

Program Assurance Document

Whitley County East Elementary School

Mike Partin
Siler, 40763

Last Modified: 01/23/2018

Status: Locked

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Program Assurance Document

Assurances must be completed, submitted and approved by midnight
February 28, 2018.

Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

Writing Program Assurances

(Required by all schools, elementary, middle and high)

1. All students will be recipients of writing instruction/experiences throughout the school year.

- Yes
- No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- Yes
- No

3. Students will write for a variety of audiences and purposes throughout the school year.

- Yes
- No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- Yes
- No

Global Competency/World Languages Program Assurances

(Required for **middle and high schools only**. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- Yes
- No
- N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- Yes**
- No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- Yes**
- No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- Yes**
- No

Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes
- No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- Yes
- No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- Yes
- No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- Yes
- No

Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- Yes
- No

2. At the high school level, a variety of courses are offered that fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- Yes
- No
- N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- Yes
- No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- Yes
- No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- Yes
- No

K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- Yes
- No
- N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- Yes
- No
- N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- Yes
- No
- N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- Yes
- No
- N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- Yes
- No
- N/A

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- Yes**
- No
- N/A

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- Yes**
- No
- N/A

8. A continuous improvement process is in place for the K-3 program.

- Yes**
- No
- N/A

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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