

**2018-2019 Phase One: Continuous Improvement Diagnostic, Whitley East
Elementary School**

Phase One: Continuous Improvement Diagnostic

Whitley County East Elementary School

Mike Partin
Siler, 40763

Target Completion Date: 09/28/2018

Last Modified: 09/28/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to the most recent (Spring, 2017) TELL KY Survey, 72.7% of our 22 member certified faculty report that parents/guardians support teachers, contributing to their success with students. Conversely, a little more than 1/4 of our 22 member faculty, or 27.3% did not feel that parents/guardians supported teachers, contributing to our successes with students. Home to school as well as school to home communication and mutual support are critical to student success. This area will continue to be a focus for our school as we continue to establish and grow our community wide culture of learning and achievement. We will continue to address the issue by reaching out to parents and engaging them in their child's learning through meaningful home to school and school to home communication. Each child at Whitley County East Elementary will receive a school-home vinyl communication folder to carry and send forms to and from home. Behavioral and academic expectations will be communicated clearly by faculty during parent teacher conferences and on our district and school web pages. We will further connect classrooms and families by using appropriate, vetted apps such as Remind and Class Dojo. The principal will be added to and monitor all of these groups. Finally, we will engage our parents through monthly Title I family events in our school media center. A new TELL KY survey is scheduled for our faculty in the spring of 2019. According to our most recent (Spring 2018) Parent Surveys, approximately 67.8% of 171 respondents, or 116 parents felt that the school actively encouraged them to be involved in their child's education, marking agree or strongly agree on our spring surveys. Conversely, 55 respondents approximately 32.16% disagreed or strongly disagreed with the statement. Therefore, Whitley East will take steps to encourage active, appropriate parental involvement in our students' educational experience, as appropriate. Parents will be encouraged to sign up for our P.A.V.E. or Parents As Volunteer Educator program to come and work in the school, after appropriate security clearance, and we will encourage further parent and community involvement by having a Foster Grandparents program on site, Monday through Thursday. Our Family Resource Director will actively reach out specifically to families where the grandparent or grandparents are acting as primary caregivers through monthly Grandparent work groups. Parent workshops and family engagement sessions will be held outside of regular school hours to assist parents with resources on working with their students and supporting their learning. Finally, we plan to survey our families annually to closely monitor family involvement and other important issues.

ATTACHMENTS

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

Part II:

2. How will the school engage a variety of stakeholders 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.

Whitley County East Elementary 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 per year, when needed, and report back to the principal, who will submit reports to the Site-Based Decision Making Council. Stakeholders will be selected based upon willingness to serve, interest, and qualifications as being either faculty, staff, parent, or community partner who has a relevant stake or interest in our students' education. These stakeholders will be directly informed of their roles by the principal or designee. Meetings are scheduled at a mutually agreeable time, date, and location, both inside and outside of school hours based upon consensus of the committee. It is conceivable that some committees will meet collaterally, after and during other meetings, such as Parent-Teacher Organization, advisory, or policy council meetings. The process will be implemented and monitored by the Site-Based Decision Making Council, in cooperation with the Principal. Reports will be submitted in turn to the Site-Based Decision Making Council by the principal.

ATTACHMENTS

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2018-2019 Phase Two: School Safety Report

Phase Two: School Safety Report

Whitley County East Elementary School

Mike Partin

Siler, 40763

Target Completion Date: 10/12/2018

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes

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3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes

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4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes, 4/17/18

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, 8/23/18

ATTACHMENTS

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

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2018-2019 Phase Two: School Assurances

Phase Two: School Assurances

Whitley County East Elementary School

Mike Partin

Siler, 40763

Target Completion Date: 10/26/2018

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Whitley County East Elementary currently has no teachers on faculty who are not highly qualified.

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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2018-2019 Phase Two: The Needs Assessment for Schools

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Phase Two: The Needs Assessment for Schools

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Whitley County East Elementary School has several protocols and processes in place for the express purpose of analyzing and applying data results from our formative and summative assessments. This detailed analysis typically takes place in our PLC (professional learning community) meetings and is documented by our PLC agendas/minutes, which are shared among PLC membership in a confidential Google Team Drive. PLCs are comprised of building level faculty, the principal, a board level instructional coach, and on occasion, our Deputy Superintendent and Superintendent. Formal PLCs that include the administrator meet approximately two times per month, while grade level PLC teams meet weekly. All disaggregated data is reported in aggregate form back to our Site-Based Decision Making Council, which is comprised of our building principal, three teachers, and two parents, as documented on our agendas and minutes. Data is further shared in aggregate form to our only parent advisory group, our Parent-Teacher Organization. Finally, the data is shared on an individual basis to our parents/legal guardians during parent-teacher conferences and reports home, and at least annually to our local board of education each December, as documented on board agendas and meeting minutes. Three times per year, our PLCs analyze the results of our universal benchmark assessment, MAP (Measures of Academic Progress) in math and reading for grades K-6, and language for grades 2-6. Our in-house preschool also administers an in house benchmark assessment triennially. These meetings are documented by agendas, sign in sheets, and minutes and further shared among faculty who have a vested interest in our confidential Google Team drive. Our faculty uses this formative data to inform and drive our instructional practice and delivery. At least once per year, in the spring, each grade level team writes a synopsis of the progress of within the grade, which is presented to the SBDM. On an individual level, parents/guardians receive a copy and explanation of MAP results at parent-teacher conferences, or with grade reports, as they become available. We also include activities to support continued student academic growth. Other data reviewed by our PLCs are the results of our Renaissance STAR Reading assessment, Kindergarten entry Brigance Screener, and for students who are in Tier 2 or Tier 3 intervention, our AIMS Web benchmark results, on the same schedule as our MAP results. Annually, each spring and fall our teachers receive and disaggregate summative data from our spring IOWA assessments for grades K-2 and our spring KPREP assessments for grades 3-6. The K-2 is received in the spring, and is communicated to parents as part of K-2 exit criteria. The 3-6 KPREP data is not received until Fall, and after the data embargo period is ended, we meet in PLC data teams to compare our students' performance on the KPREP to our performance last year, as well as to other schools in our district, region, and the state. For both summative assessments, we focus our analysis around these major questions: What is our overall analysis of the data? What do we need to be aware of with regard to our informing instructional delivery, i.e. strengths and improvement areas for this subject? What are some areas for celebration? Why? What are some areas for concern? Why? What instructional opportunities to move kids forward academically did we seize? What instructional opportunities did we miss? What is our plan of action for this subject area for this year for my class? For our grade? Is our school/grade on track with regard to teaching the appropriate skills/standards? What resources and support do I need to make proficiency happen for all students? We answer these questions and analyze each score to the individual student level. Our faculty of twenty-two prides itself in knowing the scores for our students on formative and summative assessments, as well as the students and stories behind each score.

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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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: Whitley County East Elementary School has demonstrated many key academic strengths which are conducive to student learning, academic growth, gap closure, and achievement. We are very aware of the role our school plays in the developmental years of this rural community's young people. Our entire faculty is dedicated and committed to the community we serve. Our foundations are centered upon supporting our students by delivering quality, rigorous but supportive 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, regional, and global society. A review and disaggregation of the spring, 2018 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment revealed that the 110 Whitley County East Elementary School students in grades 3, 4, 5, and 6 had a reading/math proficiency rating of 92.3, a separate academic indicator rating of 83.7 for science (grade 4,) and social studies and on-demand writing (grade 5.) Our growth score from this data was at 18.3 compared to the prior year. By way of comparison, cut scores for Targeted Support and Improvement and Comprehensive Support and Improvement for elementary were 60.5 (proficiency,) 52.6 (separate academic indicator, and 15.8 (growth.) The category for our school as of 2018 is "Other." Comparatively, Whitley County East had a strong performance when compared to other schools in our category across the district, region, and state. 17 points separated our school from the top elementary proficiency indicator in the state (109.3) and 73.5 from the bottom elementary proficiency indicator in the state (18.8.) Statistically, in terms of proficiency ratings for reading and math, our school was in the top 10% performers in the state. Significantly, Whitley County East Elementary School was noted to be "on track" with regard to our instructional delivery for all reporting categories for math and reading at this time. Further three-year analysis of the proficiency rates yielded by Spring, 2018 KPREP as compared to the previous two years of 2017 and 2016 revealed the following percentages of proficient/distinguished performance in these subject areas: 2018: Reading: 73.9%. Math: 69.7%. Science: 50%. Social Studies: 85.3%. Writing: 52.9%. 2017: Reading: 62%. Math: 58.1%. Science: n/a. Social Studies: 72.7%. Writing: 54.5%. 2016: Reading: 72.9%. Math: 69.8%. Science: n/a. Social Studies: 55.6%. Writing: 76.8%. Analysis and disaggregation of our 2018 Spring IOWA results for Whitley County East Elementary's K-2 populations in the subjects of English Language Arts (ELA) and math revealed an aggregate score from our population of 31 kindergarten students at the 99th percentile in ELA, and the 88th percentile in math. Our population of 35 first graders demonstrated an aggregate performance at the 73rd percentile for ELA and the 84th percentile for math. Our 35 second grade students demonstrated an aggregate performance at the 75th percentile in ELA, the 88th percentile in math, the 92nd percentile in social studies, and the 88th percentile in science. Review of skills profiles from the IOWA assessment revealed that our K-2 program was on track

with regard to our instruction of key foundational academic skills for ELA and math. In contrast, on the data derived from 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. Students not meeting proficiency standards benefit from differentiation before, during, and after school in ELA and math across all grade levels. Non-Academic Current State: Free or Reduced Meals—During the 2017-18 school year, according to household income verification forms, 86.87% our student population of 259 qualified for free or reduced meals, compared to the district average of 80.34%. During the 2016-17 school year, 87.5% of our students qualified for free or reduced meals, compared to an 80.34% average in the district. Average Daily Attendance Rates—Whitley County East Elementary reported a cumulative K-6 student average daily attendance rate in infinite campus for 2017-2018 of 93.55%, up slightly from 92.56% in 2016-2017. Behavioral referrals—During the 2017-18 school year, based upon discipline records, there were 262 disciplinary referrals for Whitley County East Elementary School, compared to 288 for the year 2016-2017. Teacher absences—Based upon school and district attendance records, during the 2017-2018 school year, cumulative total non-professional development certified staff absentee days for our faculty of 22 was 203. During the 2016-2017 year, the cumulative total non-professional certified staff absentee days was 183. TELL KY—According to the most recent (2017) TELL KY survey, a self-reporting building survey completed by public school teachers across Kentucky, including our school, 86.4% of our 22 certified staff reported that our school was a good place to work and learn, which was comparative to state (88.1%) and district (87.8%) self-reported satisfaction rates. A new TELL KY survey is scheduled for spring, 2019.

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

Based upon careful and thorough analysis of our 2017-18 data, Whitley County East Elementary School has the following concerns and priorities for the 2018-19 school year: Based upon careful analysis and disaggregation of 2018 summative data, Whitley County East Elementary School has identified the following relative weaknesses that we would like to focus our efforts and resources on improving. Our largest gap group when considering our 3-6 students is our free and reduced meal eligible population. On the spring, 2018 KPREP assessment, the following scores were reported in reading for our f/r meal population: 32.4% distinguished, 38.2% proficient (70.6% combined.) This left 19.6% students at the apprentice level, and 9.8% at novice. We did reduce novice reading performance from the year prior from 15.3% to 9.8%, but there is still much room to grow and maintain. Likewise, on the spring, 2018 KPREP assessment, the following scores were reported in math for our f/r meal population: 31.4% distinguished, 35.3% proficient (66.7% combined.) 32.4% apprentice, and 0.9% at novice. The novice rate in math for this group was reduced substantially from 2017 from 8.1% to >1%, but there is still room to grow and maintain. Specifically, we want to move about a third of our apprentice students to the proficiency category or better. Thus, our primary area of focus will be leveraging our strengths to grow our novice and apprentice populations into the categories of proficient or distinguished, while maintaining and continuing to grow all of our students.

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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 for Whitley County East Elementary School-- Academic— Based upon review of available summative assessments across the past two years, as well as analysis of skills, Whitley County East Elementary Appears to be holding ground in terms of academic achievement. According to the spring, 2018 KPREP assessment, our school had a combined proficiency rating of 92.3. Further, a three-year analysis of the proficiency rates yielded by Spring, 2018 KPREP as compared to the previous two years of 2017 and 2016 revealed the following percentages of proficient/distinguished performance in these subject areas: 2018: Reading: 73.9%. Math: 69.7%. Science: 50%. Social Studies: 85.3%. Writing: 52.9%. 2017: Reading: 62%. Math: 58.1%. Science: n/a. Social Studies: 72.7%. Writing: 54.5%. 2016: Reading: 72.9%. Math: 69.8%. Science: n/a. Social Studies: 55.6%. Writing: 76.8%. Analysis further revealed all grades 3-6 to be “on track” with regard to instructional delivery for all reporting categories in reading and math, as well as social studies, science, and writing per the 2018 KPREP instrument. Moreover, we are working to reduce novice performance across all gap groups, including free/reduced lunch eligibility, disability, and gender. Based upon the data, our largest and most significant gap group is our free/reduced eligible meal price. Clear gains were made when compared with last year’s (2017) KPREP performance in reducing novice performance in reading and math. Also, for our K-2 primary program, a three-year (2018-2016) review of data trends from the summative IOWA assessment reveals that our students in these grades had no scores below the fiftieth percentile (average) in either reading or math, and that our instructional practice was on target, based on item analysis of the IOWA instrument. Significantly, our primary program is maintaining strong performance on all sub domain areas, based upon average percent correct in all sub-domains for reading/ELA and math for the past three years. **Cultural—** Poverty is a reality we see in our students on a daily basis with approximately 87% of Whitley County East Elementary School’s student population qualifying for free or reduced meals, but we refuse to permit that circumstance to define either our school or our children. However, this is are largest gap group, and we are very aware. Our faculty sees public education as a means to improve the quality of life for the students and community our school serves. We aspire to provide students with the opportunities to develop a good work ethic, a strong moral compass, grit, and a quality educational experience, in order to prepare them as well as we can for their current and future roles in our community and society. According to the most recent (2017) TELL survey, a clear majority of our faculty feels that our school is a good place to work and learn, 87.8%. **Behavioral—** Students at Whitley County East Elementary have clear guidelines for behavior that are communicated annually to parents. The principal views discipline as a way to improve behavior and not as a punitive action. A continuum is in place so to support students before behavior becomes an issue, which includes reaching out to parents/guardians. Infractions are communicated to parents by staff and addressed in a fair and consistent manner. During the last year, our school had 262 documented behavioral events; 26 fewer than the prior year, and a relatively small number for a school population of our relative population size and demographic.

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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 Key Core Work Processes outlined below:

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

A key area to support Whitley County East Elementary School in our efforts at novice reduction will be by improving our student attendance. We will strengthen our processes that we have in place to communicate with parents and remove any barriers to student learning. Student attendance is one such barrier. In doing so, our school will strengthen our learning culture and environment. We gained 0.99% from 2016-17 (92.56%) to 2017-18 (93.55%) in average daily attendance. A review of archival data reveals many doctor/health visits, but several unexcused absentee events. By making further gains, we can help more of our students develop good work habits and have opportunities to be present for key instruction and review. In order to accomplish this, we will leverage our Family Resource Center to make more home visits to determine any non-cognitive barriers to student learning and offer support. In addition, we will form an attendance committee among staff to make more frequent family contact to offer support, and teachers will utilize more web based resources for when students are not able to be present. Another issue we face in our school population is transiency. Students come and go; for example our enrollment for this 2018-19 school year grew by approximately 5%; however, many other students moved away to other areas. One way we address many of these issues is by offering many web-based learning resources on our school web page. The present web based resources that our school utilizes may be accessed from any point where there is a high speed internet connection. These permit the teacher and administration to monitor student practice of standards in real time, with the capability to review reports that will further drive and inform instruction. Most of the web based programs teach students if they make a mistake, and offer novelty learning games that support their learning.

ATTACHMENTS

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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%.

Whitley County East Elementary School will focus our efforts and resources to leverage our strengths and address potential concerns based upon our assessment data. Specifically, we want to continue to reduce novice levels school wide in reading/ELA and math from the present 8.4% novice in reading and 1% in math. We want to continue to maintain and grow our 72.9% proficiency or better rate of reading achievement. Interestingly, our math scores fell into almost three categories--with about a third (34.5%) scoring in the distinguished category; another near third (35.3%) falling into the proficient category; and almost another third (29.4%) into the apprentice category. By systematically reviewing student data, and supporting rigor in key standards, we hope to raise more of our students into the proficient category or beyond. We will continue to 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 to the appropriate depth of knowledge. 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 meals 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 in a manner that is supportive of targeted student learning free from penalty. Data will be reviewed monthly to further inform and drive 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.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Executive Summary for Schools

Phase Three: Executive Summary for Schools

Whitley County East Elementary School

Mike Partin
Siler, 40763

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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 eleventh year of operations; we opened our doors in September, 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 and family history 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 86% 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 sits just about 900 or so feet above sea level, and is framed by the foothills of the beautiful Appalachian Mountains. As a learning community, we take a good deal of pride in our building and campus, 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 twenty-two 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-nine three and four year old students. Thus, our student population for grades preschool-sixth is two hundred sixty-one. 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 is also our S.T.R.E.A.M. specialist and who also teaches computers, career studies, and science lab 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 special needs instructional assistant, 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, one part time cook, 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. We have eight buses 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.

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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 for our students' educational benefit. 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 & Technology, 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, cheer-leading, 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.

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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. Whitley East performed comparably in terms of achievement as we have for the past several consecutive data cycles, and made gains in reading, math, and science over the past year's data, earning our school a designation as "Other." Whitley County East Elementary performed in a comparative manner or better, when compared to other schools in our category across the nation and state. Our proficiency rating in reading and math was 92.3. Although schools are not officially ranked at

this time, statistically, our performance once again ranks us in the top 100 of other schools in our category across the state, where we have been for the past several years. Moreover, in our twenty seven member cooperative region of 27 other districts, our elementary school was the third highest performer in "Separate Academic Indicator," reflecting our students' performance on the 2018 K-PREP in the categories of On-Demand Writing, Social Studies, and Science, with an indicator score of 83.7. Total proficiency or better rates on the 2018 K-PREP for our 3-6 population were as follows: reading, 73.9%, math, 69.7%, science, 50%, social studies, 85.3%, and on-demand writing, 52.9%. Our primary program performed strongly as well, with no aggregate class scores in ELA in math below the fiftieth percentile on the IOWA assessment. To continue 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 and informed instruction that is scaffolded to meet our student's learning needs. In addition to our test scores, we also had other notable extracurricular achievement. One of our students placed in the district all festival chorus in the fall, another won the "AARP Grandparent of the Year" essay contest, and another won a locally sponsored art contest. When our students find success, we all do.

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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 several 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 helps support on-site family engagement and learning, as well as affords students a chance to explore such diverse clubs as archery, technology, coding, cooking, photography/ scrap-booking, book and math clubs. Whitley County East Elementary is also a Save the Children Sponsorship Grant site. 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. Helping students to achieve reading proficiency by third grade is a huge priority, and the interventionist and her team work with our most vulnerable students. We also have an on site birth to five coordinator, who does outreach to parents and collaborates with our preschool to help ensure that students enter Kindergarten ready to learn. Students in K-3 benefit from full time reading and math interventionists, from the Read to Achieve and Math Achievement Fund grants who support students who are at risk and work with teachers to improve classroom practice in the key areas of math and reading. Our parents/guardians had three opportunities for parent-teacher conferences across the year, or to schedule a conference at their convenience, and 201 did so, including twenty-two of our students who qualify for services under the McKinney-Vento Homeless Child and Youth Act. Our school also enjoyed the support of fifty-two and a half 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 and enhance 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, academic and behavioral, 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, and we actively seek ways to promote the gifts and talents of our students in both academic and non academic ways, including student performances and exhibitions, athletic and academic teams, writing contests, and other venues and events. Along the way, we celebrate student achievement milestones: recognizing upper and lower case letters in preschool, attainment of Eager Reader or Independent Reader, math fact automaticity, honor roll, perfect attendance, extracurricular achievements included.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

Whitley County East Elementary School

Mike Partin
Siler, 40763

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools 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)
 Comprehensive School Improvement Plan, 2018-19 Goals, Whitley County East Elementary School	The 2018-19 Goals, objectives, activities and strategies for the 2018-19 Whitley County East Elementary School Comprehensive School Improvement Plan	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, 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 Goal

Goal 1 (*State your proficiency goal*): **Increase the combined reading and math percentage of proficient/distinguished students from 71.8 in 2018 to 85% in 2021.**

Which Strategy will the 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person (s)	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the combined reading and math percentage of Proficient/Distinguished from 71.8% to 76.2 in 2019.	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, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2018-09/30/2019	No funds required, \$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, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2018-09/30/2019	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in ELA and math.	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC/MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2018-09/30/2019	Instructional funds, \$4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign In Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2018-09/30/2019	Professional development funds, \$1,500.00
		c. Targeted instruction in tier 2 and 3 vocabulary student development in math, ELA, art, music, PE, health, social studies, science, and technology.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$1,500.00
		d. Targeted instruction in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$500.00

Objective 2 Increase the combined reading and math percentage of Proficient/Distinguished from 71.8 % in 201 to 80.6 in 2020.	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, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2019-09/30/2020	No funds required, \$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, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2019-09/30/2020	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in ELA and math.	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC/MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2019-09/30/2020	Instructional funds, \$4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign In Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2019-09/30/2020	Professional development funds, \$1,500.00
		c. Targeted instruction in tier 2 and 3 vocabulary student development in math, ELA, art, music, PE, health, social studies, science, and technology.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$1,500.00
		d. Targeted instruction in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$500.00
Objective 3 Increase the combined reading and math percentage of Proficient/Distinguished from 71.8% in 2018 to 85% in 2021.	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, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2020-09/30/2021	No funds required, \$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, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2020-09/30/2021	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in ELA and math.	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC/MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2020-09/30/2021	Instructional funds, \$4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign In Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2020-09/30/2021	Professional development funds, \$1,500.00
		c. Targeted instruction in tier 2 and 3 vocabulary student development in math, ELA, art, music, PE,	Wordly Wise Curriculum. Lesson	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$1,500.00

		health, social studies, science, and technology.	Plans.			
		d. Targeted instruction in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/01/2018-09/30/2019	Striving Readers, \$500.00

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the percentage of students scoring proficient/distinguished in science from 50% in 2018 to 60%; in social studies from 85.3% to 90%; and in writing from 52.9% to 65% by 2021.

Which Strategy will the 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 50% in 2018 to 53.33%; in social studies from 85.3% to 86.86%; and in writing from 52.9% to 56.93% by 2019.	1A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2018-09/30/2019	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2018-09/30/2019	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies and science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2018-09/30/2019	\$500.00, general
Objective 2 Increase the percentage of students scoring proficient/distinguished in science from 53.33% in 2019 to 56.66%; in social studies from	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2019-09/30/2020	No funding, \$0
		b. Students will learn to apply specific	Lesson Plans, Teacher-	Principal, teacher leaders, teachers.	10/01/2019-09/30/2020	No funding, \$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
86.8% to 87.89%; and in writing from 56.93% to 60.96% by 2020.		reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	written student feedback, PLC agendas and minutes across the instructional year.			
		c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies and science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2019-09/30/2020	\$500.00, general
Objective 3 Increase the percentage of students scoring proficient/distinguished in science from 56.66% in 2018 to 60%; in social studies from 87.89% to 90%; and in writing from 60.96% to 65% by 2021.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts. —short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies and science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	\$500.00, general

3: Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency rates for our Free and Reduced Meals Eligible Population from 68.65% in 2018 (Reading 70.6 and Math 66.7) to 75% in 2021.

Which Strategy will the 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the average combined reading and math proficiency rate for our free/reduced meal eligible population from 68.65% in 2018 to 70.36% in 2019.	1A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group of on line and pencil-paper activities that target specific standards, using a spiraling instructional approach.	Lesson Plans, Before & After School Tutoring Sessions, LDC and MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2018-09/30/2019	\$2,500, General
		b. Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2018-09/30/2019	\$0, No funding.
Objective 2 Increase the average combined reading and math proficiency rate for our free/reduced meal eligible population from 70.36% in 2019 to 72.47% in 2020.	2A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group on line and pencil-paper activities that target specific standards, using a spiraling instructional approach.	Lesson Plans, Before & After School Tutoring Sessions, LDC and MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2019-09/30/2020	\$2,500, General
		Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2019-09/30/2020	\$0, No funding.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 3 Increase the average combined reading and math proficiency rate for our free/reduced meal eligible population from 72.47% in 2020 to 75% in 2021.	3A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using a spiraling instructional approach.	Lesson Plans, Before & After School Tutoring Sessions, LDC and MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2020-09/30/2021	\$2,500, General
		Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2020-09/30/2021	\$0, No funding.

4: Graduation rate

Goal 4 (State your Graduation Rate goal): N/A; we are an elementary school.

Which Strategy will the 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1 n/a	n/a	n/a	n/a	n/a	n/a	n/a
Objective 2	n/a	n/a	n/a	n/a	n/a	n/a

5: Growth

Goal 5 (State your Growth goal): Increase the average combined reading and math from a growth indicator of 18.3 in 2018 to 23.3 in 2021.

Which Strategy will the 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the average combined reading and math from a growth indicator of 18.3 in 2018 to 19.9 in 2019.	1A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply data from formative assessments in math and ELA to inform and drive instructional practice and delivery across the year.	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2018-09/30/2019	\$0, No Funding.
	1B Design and Deliver Assessment Literacy to support student learning differences.	Faculty, teachers, and coaches will meet in instructional PLCs at least three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers		\$3,500, General Fund.
Objective 2 Increase the average combined reading and math from a growth indicator of 18.3 in 2018 to 21.5 in 2020.	2A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply data from formative assessments in math and ELA to inform and drive instructional practice and delivery across the year.	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2019-09/30/2020	\$0, No Funding.
	2B Design and Deliver Assessment Literacy to support student learning differences.	Faculty, teachers, and coaches will meet in instructional PLCs at least three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2019-09/30/2020	\$3,500, General Fund.
Objective 3 Increase the average combined reading and math from a growth	3A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply data from formative assessments in math and ELA to inform and drive instructional practice and delivery	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2020-09/30/2021	\$0, No Funding.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
indicator of 18.3 in 2018 to 23.3 in 2021.		across the year.				
	3B Design and Deliver Assessment Literacy to support student learning differences.	Faculty, teachers, and coaches will meet in instructional PLCs at least three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2020-09/30/2021	\$3,500, General Fund.

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Decrease the present combined percentage of students in the areas of reading, 8.2%; math, 0.8%; Science, 4.2%; Social Studies, 0%; and On-Demand Writing, 8.8% combined that scored at the novice level in 2018 from 22.2 in 2018 to 18% in 2021.

Which Strategy will the 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease 2018 combined percentage of students scoring at the novice level in the areas of reading, 8.2%; math, 0.8%; science, 4.2%; Social Studies, 0%; On-Demand Writing, 8.8%, combined that scored at the novice level from 22.2% to 20.8% in 2019.	1A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	Faculty will systematically design, align, and deliver support to students in ELA, science, social studies, and math classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using research based interventions for students who are in the lowest quartiles on universal screeners.	Lesson Plans, Before & After School Tutoring Sessions, LDC, CER, TCT, and MDC activities, IXL (all subjects,) Study Island, and Spelling/Vocabulary City Reports, STREAM activities, Read to Achieve, Math Intervention, AIMS web reports, Virtual Data Room.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2018-09/30/2019	\$2,500, General
		Faculty meets in PLCs three times per year specifically to use disaggregated ELA and math formative assessments to inform standards driven, effective instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists, 360 Screening data.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2018-09/30/2019	\$0, No funding.
	1B Establishing Learning Culture and Environment by supporting students who have non-cognitive barriers to student learning.	Learning Culture and Environment will be supported by Teachers, Principal, and Intervention Teams who will collaborate with FRC, Collateral Agencies such as Comprehensive Care through Advisory Meetings, Attendance Committees, Behavioral & Mental Health Committees to identify students who need support aside from cognitive or academic areas.	Agendas and minutes, referrals, 360 Review data, emails, g drive.	Principal, Teacher Leaders, Instructional Coaches, Teachers, Interventionists, Exceptional Needs Teachers, Family Resource Coordinator, Attendance Committee, Behavioral & Mental Health Committee	10/01/2018-09/30/2019	\$0, No funding.
Objective 2 Decrease 2018 combined percentage of students scoring at the novice level in the areas of reading, 8.2%; math, 0.8%; science, 4.2%; Social Studies,	2A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	Faculty will systematically design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using research based interventions in ELA and Math for students who are in the bottom quartiles on universal screeners.	Lesson Plans, Before & After School Tutoring Sessions, LDC, CER, TCT, and MDC activities, IXL (all subjects,) Study Island, and Spelling/Vocabulary City Reports, STREAM activities, Read to Achieve, Math Intervention, AIMS web reports, Virtual Data Room.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2019-09/30/2020	\$2,500, General

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
0%; On-Demand Writing, 8.8%, combined that scored at the novice level from 22.2% to 20.8% in 2020.		Faculty meets in PLCs three times per year specifically to use disaggregated ELA and math formative assessments to inform standards driven, effective instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists, 360 Screening data.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2019-09/30/2020	\$0, No funding.
	2B Establishing Learning Culture and Environment by supporting students who have non-cognitive barriers to student learning.	Learning Culture and Environment will be supported by Teachers, Principal, and Intervention Teams who will collaborate with FRC, Collateral Agencies such as Comprehensive Care through Advisory Meetings, Attendance Committees, Behavioral & Mental Health Committees to identify students who need support aside from cognitive or academic areas.	Agendas and minutes, referrals, 360 Review data, emails, g drive.	Principal, Teacher Leaders, Instructional Coaches, Teachers, Interventionists, Exceptional Needs Teachers, Family Resource Coordinator, Attendance Committee. Behavioral & Mental Health Committee	10/01/2019-09/30/2020	\$0, No funding.
Objective 3 Decrease 2018 combined percentage of students scoring at the novice level in the areas of reading, 8.2%; math, 0.8%; science, 4.2%; Social Studies, 0%; On-Demand Writing, 8.8%, combined that scored at the novice level from 19.4% in 2020 to 18% in 2021.	3A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	Faculty will systematically design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using research based interventions in ELA and Math for students who are in the bottom quartiles on universal screeners.	Lesson Plans, Before & After School Tutoring Sessions, LDC, CER, TCT, and MDC activities, IXL (all subjects,) Study Island, and Spelling/Vocabulary City Reports, STREAM activities, Read to Achieve, Math Intervention, AIMS web reports, Virtual Data Room.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2020-09/30/2021	2,500, General
		Faculty meets in PLCs three times per year specifically to use disaggregated ELA and math formative assessments to inform standards driven, effective instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists, 360 Screening data.	Principal, Teacher Leaders, Teachers, Interventionist Teachers. Exceptional Needs Teachers, Intervention Teams.	10/01/2020-09/30/2021	\$0, No funding.
	3B Establishing Learning Culture and Environment by supporting students who have non-cognitive barriers to student learning.	Learning Culture and Environment will be supported by Teachers, Principal, and Intervention Teams who will collaborate with FRC, Collateral Agencies such as Comprehensive Care through Advisory Meetings, Attendance Committees, Behavioral & Mental Health Committees to identify students who need support aside from cognitive or academic areas.	Agendas and minutes, referrals, 360 Review data, emails, g drive.	Principal, Teacher Leaders, Instructional Coaches, Teachers, Interventionists, Exceptional Needs Teachers, Family Resource Coordinator, Attendance Committee. Behavioral & Mental Health Committee	10/01/2020-09/30/2021	\$0, No funding.

7: Other (optional)

Goal 7 (State your goal): N/A		
Which Strategy will the 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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, 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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1	n/a	n/a	n/a	n/a	n/a	n/a
Objective 2	n/a	n/a	n/a	n/a	n/a	n/a

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

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 largest achievement gap population at Whitley County East Elementary School for 2017-18 was our Free and Reduced meal eligible group, which was comprised of 186 students qualifying for free meals and 3 qualifying for reduced meals, totaling 191 out of 222 K-6 students, or 86% of our student population. The remainder of our population, 31 students K-6 either did not qualify for free or reduced meals, or did not turn the form in to the school. This information is per our Household Income Verification form (HIF) from 2017-18.

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.

In our small, rural Appalachian elementary school, poverty is a fact of life, albeit not a defining characteristic. Historically, our school has always had high numbers of students who qualify for free or reduced meals. 86% of our K-6 population is pretty significant number. That fact acknowledged, it is just a number. Our entire school is considered Title I eligible, and our students have access to breakfast and lunch each day, and on four days per week, they have access to an evening meal. Our students also benefit from a free fruit and vegetable grant and have access to fresh fruit and vegetables daily. Rather than emphasize our community and school's poverty, we choose instead to emphasize a culture of developing grit, a strong moral compass, and work ethic along with education.

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.

At present time, Whitley County East Elementary School has made progress in closing learning gaps for our populations of free and reduced meal eligible students, male compared to female and disability students with and IEP when comparing student performance on the spring, 2018 and spring, 2017 K-PREP assessments in reading and math. 2018 compared with 2017, respectively: By far, our most significant gap group is in the category of Free and Reduced meal eligible students. Whitley County East Elementary School had a reading proficiency rate of 70.6%, up from 59.4% the year prior. Specific gains were made by reducing novice performers in free/reduced eligible from 9.8%, down from 15.3% and apprentice, from 19.6%, down from 25.2%. Likewise for this population, we had a proficiency or better rating of 66.7% in 2018, compared to 57.6% in 2017. During this time, our apprentice category has remained comparable at 32.4% in 2018 compared to 34.2% in 2017. However, we did make novice reduction gains, 0.8% in 2018, compared to 8.1% in 2017. Whitley County East Elementary School's Male to Female comparisons for the past two years indicate that we had a proficiency or better rating in reading of 78.1%, compared to 69.1% in our female population on the spring, 2018 K-PREP. This is in contrast to our 2017 spring K-PREP assessment, where 59.3% of our grades 3-6 female students scored at proficiency or better. Gains were made by reducing novice performance in our male population (7.8% from 22.9%.) Our female population had a slight increase in novice 9.1% 2018 from 6.8% in 2017, but we decreased apprentice performances in that population across the two years from 21.8% to 33.9%. In math, 70.4% of our male population scored at the proficiency or better level, compared to 69.1% of our female population, which is comparable. Likewise, male to female comparisons in the apprentice category were comparable for the two years, 29.7% male apprentice in 2018 and 29.1% female apprentice in 2018, compared to 37.3% in 2017. Novice scoring performances were reduced as follows: male math novice performance less than 1% in 2018, compared to 5.7% in 2017 and 1.8% female novice math performance, compared to 8.5% in 2017. With regard to our disability gap group, Whitley County East Elementary School has had steady progress for the past two years as revealed by the K-PREP assessment. In 2018, our disability with IEP gap group measured at 96.5% proficiency or better, compared to the prior year at 95.4%. In math, our disability with IEP gap group performed at 85.7% proficient or better in 2018, compared to the year prior at 95.5%. It is noted that there is much overlap among all of our groups, due to size, i.e. free and reduced meal eligible (86%, almost all of our student population) special education, and services to our male population in special education services.

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

According to the 2018 K-PREP data for Whitley County East Elementary School, there were no novice performing students in social studies and we have made significant progress in novice

reduction in the area of mathematics, having a novice rate of only 0.8% on the 2018 K-PREP assessment, compared to 7% novice the year prior. We have also reduced our novice rate in reading to 8.4% compared to 15.5% in the prior year. There is a 3.4% difference in our overall present reading and free/reduced eligible reading (74 compared to 70.6%) and 3% in math (69.7% compared to 66.7%).

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 not regressed but rather made progress in closing all potential gap areas, when comparing our spring, 2018 to spring 2017 K-PREP data by focusing on most significant gap group of free and reduced meal eligible students, specifically by systematically offering more support to our novice performing students, and by maintaining equitable instructional delivery and support among all of our student gap populations. We did not a slight regression in one of our gap sub populations, specifically students with who have an IEP/disability in the area of math achievement. We regressed from 95.5% to 85.7%. There was a noticeable (10%) increase in math apprentice performance in the disability category .

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

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Teachers, administrators, and instructional support staff receive job-embedded opportunities for professional growth and development on a variety of relevant topics. These professional growth opportunities are closely aligned with individual administrator and teacher 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 levels and utilize a variety of training methods, including face to face, webinar, and on line/self- paced modules, and are further discussed in professional learning community meetings by the principal, teachers, and district level coaches with the faculty. Priorities in this year's plan include reaching reading proficiency by third grade, effective math delivery in the areas of operations and algebraic expressions, 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 certified teachers. Students received scaffolded lessons and enrichment experiences according to identified standards and skills based upon Measures of Academic Progress (MAP) assessments learning continuum reports, reviewed at least three times per year by PLCs (Professional Learning Communities).

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 is back on track in closing its achievement gaps based on comparison of the 2018 to 2017 K-PREP assessment data in reading and math. Results discussed above reveal that our school has been successful in closing gaps. Perennial root causes of difficulties do remain. We have a higher than normal number of transient students who enroll and dis enroll who do not have the same educational experiences and instructional delivery that we provide. Finally, the small size

of our whole population (222,) as well as the ratio of free and reduced meal eligible students (191) serves to underscore in data terms that each and every score is significant, and moreover and most important, 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 key instructional support staff at Whitley County East Elementary meet during Professional Learning Community Meetings every month or so and continuously review student achievement and gaps and to evaluate student progress. Some of the faculty and staff have multiple roles as teacher leaders. Additionally, all data is gathered, reviewed, analyzed, and disaggregated on specially designated data days. Further input is gained through our ad-hoc committees, 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, Media/STREAM Specialist; Emily Cain, Teacher; Jennifer Croley, Teacher/Parent; Norma Dillon, Teacher; Ryan Fox, Special Needs Teacher; Teacher Holli Gibson, Teacher/SBDM Teacher Member; Cindy Hamblin, 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 Taylor Rice, Teacher; Sharon Saylor, Teacher; Vanessa Sizemore, Math Intervention Teacher; Deborah Thomas, Exceptional Needs Teacher; Georgette Vanover, Preschool Teacher/Parent; Jessica Wilder, Exceptional Needs Teacher/Parent; Claudia Chandler, Instructional Assistant; Connie Patterson, Instructional Assistant; Kellie Anderson, District Technology Integration Specialist; Laurel Bowlin, District Instructional Coach; Loretta Smith, SBDM Parent Representative; Glenna Ivey, SBDM Parent Representative; Kristin Noe, Parent/PTO Secretary; Stephanie Rose, Parent; Daisy Pittmann, Parent; Brian Vanover, Parent; Aloura Bray, Parent; Tiffany Bunch, Parent; Kathy Ballew, Family Resource Director; Dixie Woolever, Cafeteria Manager.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

The gap population of free and reduced eligible meal is 86% of our population and, subsequently touches all other areas of our population, i.e. male, female, and disability with an Individual Education plan. We developed measurable goals for this group in the key areas of reading and math. See attachment.

ATTACHMENTS

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

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.

Upon careful analysis of the data, Whitley County East Elementary has chosen to focus on closing the achievement gap in reading and math performance for our free and reduced meal eligible population as compared to the whole population. See attachment.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification, Whitley County East Elementary School, 2018-19	Achievement Gap Group Identification	I
 Closing the Achievement Gap Summary Spreadsheet, Whitley County East Elementary School, 2018-19	The specific goals, strategies, and activities to help close achievement gaps for Whitley County East Elementary School, 2018-19.	III, III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced Meal Eligible, 191/222	86%
Disability with IEP 67/222	30%
Male 116	52.30%
Female 106	47.70%
Hispanic, 1/222	0.00%
African American 2/222	0.01%
Asian, 0/222	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 proficiency ratings for all students in the free and reduced eligible meal population in math from 66.7% in 2018 to 69.7% in 2019.	A. Review, analyze, apply data.	1 a. Review and analyze school K-PREP Pearson reports, IOWA riverside reports, Brigance screening results, MAP reports.	Principal, Teachers	PLC and Faculty/Staff 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, Attendance Committee	Agendas and sign in sheets, analysis Review 360 screeners.	\$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, Save the Children staff.	Attendance records, student reports.	\$60,000.00
		6 c. Morning math focus groups.	Principal, Teachers, Instructional staff	Attendance records, forms, student reports.	\$0
		7 c. Intervention services in math.	Principal, Teachers, Intervention Teachers	Attendance records, student reports.	\$97,000
		8 c. Readiness services.	Principal, Teachers, Intervention Teachers, FRC director.	Attendance records, student reports.	
		9 c Math Achievement Fund Intervention	MIT, Principal	Student reports, AIMS reports	\$47,500
		10 c. Response to Intervention	Teachers, Instructional Assistants, Principal, Interventionists	Student reports, AIMS reports, Review 360 reports, graphs.	\$0
		11 c. Math Design Collaborative Lessons.	Teachers, Principal, Instructional Coaches	Student reports, MDC feedback	\$0

2018-2019 Phase Three: Title I Annual Review

Phase Three: Title I Annual Review

Whitley County East Elementary School

Mike Partin

Siler, 40763

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Whitley County East Elementary School used a variety of data sources to conduct our Needs Assessment for the current school year's Title I Review. As a result, the data informed our school-wide program and use of Title I funds. Specifically, we looked at a mixture of non-academic and academic indicators and thus conducted a very effective, thorough needs assessment. Non-Academic Indicators reviewed included data from the last two years including: Student 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 (2017-2018) from a variety of sources, and for different populations. For our preschool students, we looked at triennial screeners. For our KG entry students, we looked at Brigance readiness scores. We reviewed data from our universal screeners, Measures of Academic Progress (MAP) scores for K-6 students to help inform and drive instruction across the year, so we looked back on those achievement trends. We reviewed AIMS web data for students in special education and intervention tiers. Summatively, we reviewed K-2 student performance on the IOWA assessment, and 3-6 student performance on the K-PREP assessment. Overall, the data we reviewed revealed that we have a strong school that is doing a good job of delivering a rigorous, yet supportive curriculum. We focus on common core standards-rich instructional practices, and our achievement scores are comparable to or exceed state averages at this time. Close scrutiny and comparison of the data, particularly KPREP data from the spring, 2017 K-PREP to the spring, 2018 K-PREP administration revealed we showed growth over last year in math and reading, and made gains in closing the achievement gap for our free and reduced meal eligible population, which is by far our largest achievement gap group. 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 evidence based and best practice methods to provide scaffolded, differentiated instruction to successfully meet the learning needs of our students. Funds also go to support on-going, high quality professional development for staff and and faculty, and direct intervention services.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Overall, when considering the data from the prior year, Whitley County East Elementary School was effective in carrying out our school-wide plan. Overall, the data we reviewed revealed that we have a strong school that is doing a good job of delivering a rigorous, yet supportive curriculum. We focus on common core standards-rich instructional practices, and our achievement scores are comparable to or exceed state averages at this time. Close scrutiny and comparison of the data, particularly KPREP data from the spring, 2017 K-PREP to the spring, 2018 K-PREP administration revealed we showed growth over last year in math and reading, and made gains in closing the achievement gap for our free and reduced meal eligible population. A comparison of the two years of K-PREP data for our Free and Reduced population revealed that in 2018, 74.8% of our this gap group were at proficiency or better in reading, compared to 62.4% the prior year for our 3-6 population. For math, the 2018 data revealed a 69.8% proficiency or better rate, compared to 58.1 the year prior. Our K-2 populations were comparable in ELA and math, showing slight growth over the year prior. For non-cognitive indicators, average daily attendance improved by 1% (2016/17-92.55% compared to 93.55% in 2017/18. Discipline referrals remained fairly consistent across the two years; 288 in 2017/18 and 287 in 2016/17. Readiness for students entering our Kindergarten program was improved; in 2018, 52.5% of our population were ready for Kindergarten compared to 44% in 2017. However, it should be noted that in both years, students who attended our in-house preschool and Head Start program were more prepared for Kindergarten than their counterparts who did not.

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Whitley County East Elementary School has a very effective parent and family engagement program that is effective and inclusive and developed through a vetting process by our Site-Based Decision Making Council and distributed to our enrollment. Our school surveys our parents annually regarding literacy and numeracy activities; last year, 171 parents shared their opinions with our school in a mixture of paper and electronic (on-line) surveys. According to our sign-in logs at least two hundred one of our parents/guardians had at least one parent-teacher conference last year. Moreover, if parents were unable to attend a regularly scheduled event, a special appointment was made to fit their schedule on a case by case, as needed basis. Our school held a half-dozen family engagement events last year, with themed literacy and numeracy events and parent/guardian workshops on a variety of relevant family educational topics. Among these topics, the most popular had to do with interpreting MAP and other assessment reports, using the Infinite Campus Parent/Student Portal, using IXL Learning in the home, and getting kindergarten ready. We further engaged parents and families by sending information, when requested, if parents could not attend. We leveraged in school and out of school collateral and community relationships by having our Family Resource Center, Save the Children, and 21st Century Grant funded programs to work together, along with our in house Cumberland River Behavioral and Mental Health school based therapists. The results were pretty impressive for a school with our enrollment. We had 379 documented student attendances and 176 adult attendances at the 8 events across the year. In addition, twenty-two of our students presently receive services under the McKinney-Vento Homeless Act. Further evidence of our family engagement successes were derived from our P.A.V.E. (Parents As Volunteer Educators) program. Last year, our school logged 52.5 hours in which parents and grandparents volunteered in our school. We have a very active and supportive Parent Teacher Organization, who help to organize various school and family events across the year, both during and after school. Finally, our school leverages various social media, one calls, a newsletter, and an app to involve and inform our parents/guardians and community.

ATTACHMENTS

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

In the coming years, Whitley County East Elementary is going to be doing more family engagement types of activities. A recent change we have implemented is leveraging staff and

faculty to lead workshops that strengthen school-family connections, and we plan to do more of that. We are also finding success with family engagement by thinking outside the box. Examples are: offering working parents a time of their choosing for parent teacher conferences as necessary, getting parents information who cannot attend workshops on relevant information (examples are interpreting standardized test and MAP reports, accessing the infinite campus portal, encouraging literacy and numeracy activities in the home, and others.) Next steps are to create an online team drive with documents that are accessible. We are also using social media to connect with our families in a positive way. We are further strengthening family and parent engagement by leveraging partnerships with collateral agencies and programs: Save the Children, 21st Century S.P.A.C.E., and Cumberland River Behavioral and Mental Health, and also by using our Family Resource Center to help reach out to families to remove non-cognitive barriers to student learning. Finally, our faculty will be utilizing an additional universal behavioral screener called Review 360 and using the data to support our students who demonstrate elevated/extremely elevated internalizing and/or externalizing behaviors in the school setting.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Data to evaluate the school-wide plan was collected from a variety of source, both academic and non-academic indicators. This data was analyzed by our faculty and staff in Professional Learning Committee meetings, and further in faculty meetings and committees. We included all stake holders by discussing information in a variety of forums: PTO and advisory meetings, SBDM meetings, and on the individual level at parent-teacher conferences. Each student's progress was analyzed specifically by teams to identify specific standards to help close achievement gaps in ELA and math. Specifically, we looked at a mixture of non-academic and academic indicators and thus conducted a very effective, thorough needs assessment. Non-Academic Indicators reviewed included data from the last two years including: Student 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 (2017-2018) from a variety of sources, and for different populations. For our preschool students, we looked at triennial screeners. For our KG entry students, we looked at Brigance readiness scores. We reviewed data from our universal screeners, Measures of Academic Progress (MAP) scores for K-6 students to help inform and drive instruction across the year, so we looked back on those achievement trends. We reviewed AIMS web data for students in special education and intervention tiers. Summatively, we reviewed K-2 student performance on the IOWA assessment, and 3-6 student performance on the K-PREP assessment. Overall, the data we reviewed revealed that we have a strong school that is doing a good job of delivering a rigorous, yet supportive curriculum.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Based upon evaluation results and discussion among faculty, the components of the school-wide program that were most effective in increasing achievement of students at Whitley County East Elementary include: using the universal screener to drive and inform instructional delivery, analyzing data in PLCs and using our technology based programming to differentiate our instructional practice. There were really no lesser or least effective components in the plan at this time; however, increasing family engagement is a priority for our school.

ATTACHMENTS

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Planned revisions to next year's school-wide plan include seeking further opportunities for relevant family engagement and further leveraging our collateral supports, on-line, and technological resources to further improve student achievement and learning. We will also seek relevant professional development on math and English Language Arts instructional delivery for high poverty, rural schools, as it becomes available.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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