



## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763

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## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Mike R. Partin, Principal, Whitley County East Elementary School, 09/07/2021





## 2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

**Whitley County East Elementary School**

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Whitley County East Elementary School has several very specific 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 during our protected PLC (Professional Learning Community) meetings and is documented by our PLC agendas/minutes, which are shared among PLC membership and district leadership in a confidential Google Team Drive. The Team drive allows us to collaborate asynchronously or in real time, face to face, and virtually. PLCs are comprised of building level teaching faculty, the principal, a board level instructional coach, and periodically, our Deputy Superintendent and/or

Superintendent. PLCs that include the building administrator meet approximately at least monthly, while grade level PLC teams meet on a prescribed bi-monthly schedule. All disaggregated data is reported in aggregate form back to our Site-Based Decision-Making Council, which is comprised of our building principal, three elected teacher representatives, and two elected parent representatives, as documented on our agendas and minutes. Data is further shared in aggregate form to our parent advisory group, which is our Parent Teacher Organization and is available on-line at <https://www.kyschoolreportcard.com/organization/> and is searchable by school. Parents/stakeholders are notified in writing regarding the location of this data and a paper copy is available to anyone who may request it. A mixture of summative and formative data informs and drives our instructional practice and delivery, as well as interventions and enrichment for all students P-6. The data is further shared and discussed on an individual basis to our parents/ legal guardians during scheduled parent- teacher conferences and reports home, as documented on sign in sheets/attendance rosters. The information is publicly shared at least annually to our local board of education, usually during the December meeting, as documented on board agendas and meeting minutes. Three times per year, our Professional Learning Communities and School-Wide Intervention Teams analyze the results of our universal benchmark assessments, MAP (Measures of Academic Progress) in math and reading for grades K-6, and language for grades 2-6, and science for Grade 4. In addition, STAR Early Literacy is administered to our K-1 population who have not attained independent Mustang Reader status, and the STAR Reading test is administered to those students in grade 1 who have attained Independent Mustang Reader status. Students 2-6 take the STAR reading and math assessment three times per year. 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. The Whitley East faculty considers not only achievement, but we look for students who are not meeting proficiency to better intervene and support. We also look for any issues revealed by the data in terms of gap groups for male/female, free and reduced meal eligibility, race, and our disabilities populations. Our instructional efficacy is further supported by deliberate before and after school programs and at capacity building family engagement real time and virtual event activities throughout the school year for our students, with paper resources provided upon request. At least once per year, in the spring, each grade level team writes a synopsis of the progress of within the grade on the MAPS assessment, 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 at the six weeks mark, as they become available. We also include evidence-based activities and recommendations to support continued student academic

growth. Other data reviewed and utilized by our PLCs include the results of our Review 360 Behavioral Universal Screening and intervention system, 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., each spring and fall our teachers receive and disaggregate summative data from our spring IOWA assessments for grades K-2 and our spring K PREP assessments for grades 3-6. However, in 2020, due to the COVID-19 Pandemic, no IOWA assessments were administered in K-2 and only 81.9% of our 3-6 population participated in our reading and math assessments, 88.6% in science grade 4, and 78.9% in grade 5 on demand writing. Typically, the K-2 IOWA data is received in the spring and is communicated to parents as part of K-2 exit criteria. The 3-6 K PREP data is typically 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 K PREP to our performance last year, as well as to other schools in our district, region, and the state. This year, for our K-6 population, we went through our Fall MAP and STAR scores very carefully to try to get a benchmark of where our kids were academically as we enter the eighteenth month of the COVID era. Our faculty considers not only achievement, but we look for students who are not meeting proficiency to better intervene and reduce novice performances. We also look for any issues revealed by the data in terms of gap groups for male/female, free and reduced meal eligibility, race, and our disabilities populations. Our instructional efficacy is further supported by deliberate before and after school programs and family engagement activities throughout the school year for our students and their families. For both key summative assessments (IOWA and K PREP,) we focus our analysis around these major questions: What is our overall analysis of the data? What do we need to be aware of regarding by way of our informing and driving instructional delivery, i.e. instructional strengths and improvement areas for our core subjects? 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 respective grades? Is our school/grade on track regarding teaching and mastering the appropriate skills/standards? What resources and support do we need to make proficiency happen for all students and eliminate novice performance? Is our curriculum rigorous enough to support student proficiency? We answer these questions and analyze each score to the individual student level. Our faculty of twenty-three prides itself in knowing the scores for our students on formative and summative assessments, as well as the students and stories behind each score, and we firmly believe that our protocol is supportive of this goal and a means to use data to help our students grow to proficiency and beyond.



## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

All trends, whether academic or nonacademic for the past two years must be filtered through the lens of the COVID Pandemic. To say we were living a watershed moment in our history and development would be an understatement. The implications of the COVID 19 Pandemic have the potential to reverberate in our educational community for years to come, both positive and negative. There has been some positive outcome during the Pandemic. During the times from March, 2020-March, 2021, Whitley County East Elementary Food Service Staff served 42,573 breakfast meals via pick up or delivery and 45,093 lunches for a total of 87,866 meals served across the time span of the worst of the COVID 19 Pandemic. Remote learning forced us to all think outside the box—we had class via Zoom and Google Classroom, during targeted assistance, and on the phone. We had drive up events to help stay connected with our families and supply them with information and resources, and conducted Zoom parent teacher conferences. The technology gains our students and families made will support our students in becoming more college and/or career ready. One clear thing emerged from COVID—our school is much more than a building; we are a community of learners. However, COVID has had a negative impact on our learners, which is understandable when the focus is survival during a health crisis. As a general rule, we did not meet our projected scores based upon five year trends during the pre-covid era from 2015-2019. It seems that our most vulnerable students were impacted the most; those who are in the economically disadvantaged group. 81.9% of our 144 students in grades 3-6 took the Kentucky Summative Assessment in an abbreviated form online for the first time, other than a field test the year prior in the early spring just before we went to Non Traditional Instruction. Based upon review of available summative assessments across the past two “live” data cycles, 2019 and 2021, as well as consideration of data projections for the year there was not actual summative data, it is clear that the COVID 19 Pandemic has adversely impacted our students performance in terms of higher than expected Novice Performance Rates in reading and math, despite delivering quality non- traditional instructional experiences. Pre-Covid, our novice rates in reading and math were 10.1% and 3.9% of our population 3-6, respectively. Contrast this with Novice Performance Rates from the spring, 2021 Kentucky

Summative Assessment for reading and math Novice Rates for our reading were at 26.3% and for math at 27.1%. This means that during the COVID pandemic, novice rates have more than doubled in reading and more than quintupled in math. Pre-Covid, our school had eliminated Novice Performance in Social Studies (0% in 2019) We had made significant gains in On Demand Writing (8% Novice in 2019.) We had a downward trend in Novice Performance Science from 4.2% in 2018 to 3.1% in 2019. In 2021, our Novice Performance rate in Science was 12.9% which is almost four times as high as the pre-covid era Further academic trends revealed by the Kentucky Academic Assessment when compared to data projects and 2019 KPREP information are as follows: All Students: Overall, as assessed by the Spring, 2021 Kentucky Summative Assessment, which 81.9% of our 3-6 population of 144 (118 students) participated in are as follows: Grades 3-6 Reading-- 50% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 37.5% of 868 at the District level and 39.5% of 124,790 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Reading Apprentice: East, 28.8%; District, 25.6%; 25.8% State. Grades 3-6 Reading Novice: East, 26.3%; District, 34%; State, 34.8%. Whitley County East Elementary fell short of its low end 2021 projection of 67.1% Proficient/Distinguished rate by 17.1%. Grades 3-6 Math— 27.9% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 23.3% of 868 at the District level and 30.4% of 124,780 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Math Apprentice: East, 44.9%; District, 42.4%; 38.2% State. Grades 3-6 Math Novice: East, 27.1.3%; District, 23.3%; State, 31.4%. Whitley County East Elementary fell short of its low end 2021 projected score of 56.6% Proficient/Distinguished rate by 28.7%. Science, Grade 4—88.6% Participation Rate--48.4% of our 31 fourth graders demonstrated performance in the Proficient/Distinguished Category, compared to 28.5% of 299 at the District level and 25.1% of 42,449 students in the Proficient/Distinguished Category at the State level. Grade 4, Science, Apprentice: East, 38.7%; District, 55.9%; State, 58%. Grade 4, Science, Novice: East, 12.9%; District, 15.7%; State, 17%. There was no science projection due to this being the second year of the test. No data for 2021 Fifth Grade Social Studies available (Field Test Year.) However, in 2019, we had 0% novice in fifth grade Social Studies at Whitley County East Elementary. On-Demand Writing, Grade 5—78.9% Participation Rate--56.7% of our 30 of our fifth graders demonstrated performance in the Proficient/Distinguished Category, compared to 41.5% of 263 at the District level and 39.85% of 42,565 students in the Proficient/Distinguished Category at the State level. Grade 5, On-Demand Writing, Apprentice: East, 36.7%; District, 42.2%; State, 44.6%. Grade 5, On-Demand Writing, Novice: East, 6.7%; District, 16.3%; State, 15.6%. Whitley County East Elementary exceeded its low end projected rate of 37.4% in 2021, making a projected gain of 19.3%. Economically Disadvantaged Reading, 3-6: East, 43.1% of 102 students demonstrated Proficient/Distinguished

performance compared to 36.6% of 705 students at the district level and 30.4% of 76,213 students at the state level. Economically disadvantaged, Apprentice reading performance comparison: East, 28.4%; District, 26.7%; State 26.6%. Economically disadvantaged, Novice reading performance comparison: East, 28.4%, District, 36.7%; 43%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 60.9% in this category by 17.8%. Economically disadvantaged Math, 3-6: East, 27.5% of 102 students demonstrated Proficient/Distinguished categorical performance, compared to 21.3% of 701 students in this category at the District level and 21.4% of 76,172 students who demonstrated Proficient/Distinguished performance at the State level. Economically disadvantaged Apprentice, math: 43.1% East; 40.7% District; 39.6% State. Economically disadvantaged, Novice math: East, 29.%; District, 38.1%; State, 39%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 50.4% by 22.9%. Disabilities, Reading, 3-6: 57.1% of 42 students scored at the Proficient/Distinguished category, compared to 50% of 202 students at the District level and 25.5% of students at the State level. Disability Apprentice category performance: East, 21.4%; District, 24.8%; State, 25.3%. Disability Novice category performance: East, 19%; District, 25.2%; State, 49.2%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 78.3% by 21.2%. Disabilities, Math, 3-6: 54.8% of 42 students scored in the Proficient/Distinguished category, compared to 32.5% of 200 students at the District level and 17.8% of 20,236 students at the State level. Disability Apprentice, math: East, 28.6%; District, 40%; State, 36.9%. Novice Disability, math: East, 16.7%; 27.5%; 45.4%. Whitley County East Elementary fell short of its low end 2021 projected Proficient/Distinguished rate of 56.4% by 1.6%. Data for Science and On-Demand Disabilities for East is suppressed due to the sizes of those populations as are male and female comparisons in Science and Social Studies due to the size of those populations. Male/Female Student Comparisons: For Reading performance among our male population in grades 3-6, 59 students assessed: 49.1% performed in the Proficient/Distinguished category, compared to 42.7% of 421 male students at the District level and 64,629 male students at the State level. Apprentice male performance—East, 32.2%; District, 24.7%; State, 26.1%. Novice male performance—East, 18.6%; District, 32.5%; State, 36.5%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 77.2% by 28.1%. For Reading performance among our female population in grades 3-6, 59 students assessed: 40.7% performed at the Proficient/Distinguished level; compared to 38.3% of 446 students at the District level and 41.7% of 60,105 students at the State level. Apprentice female student performance—East, 25.4%; District, 26.2%; State, 25.4%. Novice female student performance—East, 33.9%; State, 35.4%; District, 32.8%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 59.3% by 18.6%. For Math performance among our



male population in grades 3-6, 59 students assessed: 39% scored at the Proficient/Distinguished level, compared to 29.9% of 421 students at the District level and 33.4% of 64,629 students at the State level. Apprentice male math comparisons—East, 37.3%; District, 40.9%; State, 37.7%. Novice, male math performance comparisons—East, 23.7%; District, 29.2%; State, 28.9%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 67.2% by 28.2%. Math performance among our female population in grades 3-6, 59 students assessed: 17% demonstrated Proficient/Distinguished categorical performance; compared to 17.1% of 445 female students at the District level and 29.3% of 60,095 female students at the state level. Apprentice female performance comparisons: East, 52.5%; District, 43.6%; State, 38.7%. Novice female performance comparisons: East, 30.5%; District, 39.3%; State, 32%. Whitley County East Elementary fell short of its low end projected 2021 Proficient/Distinguished rate of 67.2% by 50.2%. With regard to Kindergarten readiness, 44.4% of our 27 Kindergarten students were considered ready for Kindergarten with interventions based on the Brigance Screener, 55.6% of 27 were considered ready for Kindergarten without interventions, and 0% with enrichment. Contrast this with District percentages: 51.7% of 331 Kindergarten students ready with interventions; 43.2% Kindergarten ready without interventions; 5.1% ready for Kindergarten with enrichment. Of the 36,560 Kindergarten students assessed by the Brigance at the state level, 46.9% were considered ready with interventions, 40.5% without interventions, and 12.6 ready with enrichment. The readiness rates with 2020 when 43.9% of our 41 early learners screened with the Brigance were Kindergarten ready. No summative data is available for our K-2 Primary program for the past two data cycles due to COVID 19. A two- year review of data trends reveals a relatively strong instructional delivery program based upon the IOWA assessment from spring, 2019 and spring, 2018 during the pre-covid era; across both years, the aggregate score for all groups was above the fiftieth percentile. Moreover, formative MAP data reveals that at this time in the Fall of 2021, we have 90 K-2 students below average in math, with 46 K-2 at or above average and 43 students K-2 at or above average in reading and 52 K-2 students at below average. Our second grade students seem to be impacted with the most students below average in reading and math; we are utilizing small group instruction and evidence based practice to grow them toward proficiency. A new IOWA summative assessment is scheduled for grades K-2 in the spring of 2022. Non-Academic Trends: Our Economically Disadvantaged Group is up by a full percentage point, from 87.5% in 2020 to 88.5% in 2021. During the last year, our school had only 2 instances of misconduct as we were on NTI until March, 2021. Contrast this with 197 documented behavioral events in 2019-2020, compared to 162 documented behavioral events the year prior in 2018-2019, which was an increase of 35 incidents which would be considered in the “normal” range for our population in non-Covid time. Average daily attendance is another

nonacademic indicator that is difficult to analyze for the year 2020/2021. During the time we offered in-seat learning is measured by the number of learners we had in seat from March to May, we had 252 students enrolled. 214 returned to in seat; albeit inconsistently and due to COVID exposures and positive cases, several students and families had to quarantine during this time. Of our 2019/2020 was 92.14% through March, when NTI began, and in 2018/19 was 94.18%, while 2017-2018, the average daily attendance was 93.55% which are more typical despite lots of flu like symptoms in the time from January to March before NTI began for us in March, 2020 and remained so through the end of the 2019/2020 year. Staff absences, excluding COVID or PD for 2020/2021 are as follows: 130.5 for our certified faculty and 263 for our classified staff. Staff absences for the 2019-2020 year are as follows: 156.5 certified and 113.5 classified. Staff and faculty surveys across the past two years indicate that a significant portion of our faculty and staff report that their school is a great place to work and learn, while parent and family surveys report that the school does a good job of informing them of their students' progress and providing quality educational experiences. For the first time, in 2020 our certified faculty took the Impact Kentucky Survey in 2020 regarding perception of working conditions in our building. The following percentages were yielded as being favorable: Educating All Students, 92%, compared to 74% in Kentucky, 72% for District. Feedback and Coaching, 95%, compared to 56% Kentucky, 68% District. Managing Student Behavior, 90%, compared to 65% Kentucky, 77% District. Professional Learning, 93%, compared to 59% Kentucky, 62% Whitley County. Resources, 70%, compared to 46% Kentucky, 61% Whitley County. School Climate, 96%, compared to 62% Kentucky, 72% Whitley County. School Leadership, 93%, compared to 62% Kentucky and 70% Whitley County. Staff-Leadership Relationships, 96%, compared to 76% Kentucky, 79% Whitley County. The survey is given every two years to certified staff and is scheduled again for 2022. Based upon these trends, both academic and non academic, it is critical that we maintain a strong learning culture to support our students in their journey toward proficiency and beyond.

### Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

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average of 57%.

**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The analysis of the current state of Whitley County East Elementary School Across the last two available academic years for 2020/2021 and the last year for which we had assessment data, 2018/19 as well as projections for the years 2020-2022 reveals several causes for celebration as well as several opportunities to further help students grow and achieve. All of this is filtered through the lens of the COVID 19 Pandemic and its demonstrated adverse impact on our students, their learning, and the other complications that have resulted. We have considered all available academic and non-academic data as well as projected data based on five year trends. Most importantly, this information provides our faculty with another tool to deliver quality instruction to our learners and serves as a metric to gauge our instructional delivery as well as to compare our students' performance in the context of district, regional, state, and national performances, norms, and expectations. Based upon review of available summative assessments across the past two "live" data cycles, 2019 and 2021, as well as consideration of data projections for the year there was not actual summative data, it is clear that the COVID 19 Pandemic has adversely impacted our students performance in terms of higher than expected Novice Performance Rates in reading and math, despite delivering quality non- traditional instructional experiences. Pre-Covid, our novice rates in reading and math were 10.1% and 3.9% of our population 3-6, respectively. Contrast this with Novice Performance Rates from the spring, 2021 Kentucky Summative Assessment for reading and math Novice Rates for our reading were at 26.3% and for math at 27.1%. This means that during the COVID pandemic, novice rates have more than doubled in reading and more than quintupled in math. Pre-Covid, our school had eliminated Novice Performance in Social Studies (0% in 2019) We had made significant gains in On Demand Writing (8% Novice in 2019.) We had a downward trend in Novice Performance Science from 4.2% in 2018 to 3.1% in 2019. In 2021, our Novice Performance rate in Science was 12.9% which is almost four times as high as the pre-covid era. At the time of this report, the threat of COVID 19 still hangs heavily in the air, with much of the fallout from COVID still being discovered for many months to come. However, with the return to in seat instruction, we have noted on our formative data that our students are quickly accelerating and making gains. Even as we refuse the implications of high poverty rates, we likewise plan to do all in our power to fight the COVID slide through accelerated learning. In fact, at the height of COVID 19, we were looking at ways to

grow our students and their technology skills have greatly improved, thanks to our district's 1:1 device initiative, use of Google classroom, and Zoom platforms. These technologies will benefit our students not only in the core subjects, but also in looking ahead to college and career readiness. Additionally, Whitley County East used five-year (2015-2019 non Covid era) projected data trends to forecast our data during the year we had no "live" KPREP data for reading and math. Our Proficient/Distinguished categorical performance for our 3-6 population was 74.5% in 2020 and 67.1% in 2021 (low end projections.) The actual number of the 81.9% students who took the KSA was 50% Proficient/Distinguished in reading. In math, the projections were also below expectations; 2020 was projected at 69.3% Proficient/Distinguished rate and 56.6% in 2021. The actual number Proficient/Distinguished was 27.1%. About the only thing the projections were accurate on was a downward trend; however, we did meet or exceed district and state averages in all assessed areas except math, where we can in slightly under but ahead of state Proficient/Distinguished rates. Arguably, Proficient/Distinguished rates may have been higher if 100% of the population were able to test; but there are too many variables in play to be certain of this during a year where over three-fourths of the instructional time was spent learning remotely and very few of our learners had experienced this way of learning prior to COVID. All Students: Overall, as assessed by the Spring, 2021 Kentucky Summative Assessment, which 81.9% of our 3-6 population of 144 (118 students) participated in are as follows: Grades 3-6 Reading-- 50% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 37.5% of 868 at the District level and 39.5% of 124,790 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Reading Apprentice: East, 28.8%; District, 25.6%; 25.8% State. Grades 3-6 Reading Novice: East, 26.3%; District, 34%; State, 34.8%. Grades 3-6 Math—27.9% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 23.3% of 868 at the District level and 30.4% of 124,780 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Math Apprentice: East, 44.9%; District, 42.4%; 38.2% State. Grades 3-6 Math Novice: East, 27.1.3%; District, 23.3%; State, 31.4%. Science, Grade 4—88.6% Participation Rate--48.4% of our 31 fourth graders demonstrated performance in the Proficient/Distinguished Category, compared to 28.5% of 299 at the District level and 25.1% of 42,449 students in the Proficient/Distinguished Category at the State level. Grade 4, Science, Apprentice: East, 38.7%; District, 55.9%; State, 58%. Grade 4, Science, Novice: East, 12.9%; District, 15.7%; State, 17%. No data for 2021 Fifth Grade Social Studies available (Field Test Year.) On-Demand Writing, Grade 5—78.9% Participation Rate--56.7% of our 30 of our fifth graders demonstrated performance in the Proficient/Distinguished Category, compared to 41.5% of 263 at the District level and 39.85% of 42,565 students in the Proficient/Distinguished Category at the State level. Grade 5, On-Demand Writing, Apprentice: East, 36.7%; District, 42.2%; State, 44.6%. Grade



5, On-Demand Writing, Novice: East, 6.7%; District, 16.3%; State, 15.6%. Economically Disadvantaged Reading, 3-6: East, 43.1% of 102 students demonstrated Proficient/Distinguished performance compared to 36.6% of 705 students at the district level and 30.4% of 76,213 students at the state level. Economically disadvantaged, Apprentice reading performance comparison: East, 28.4%; District, 26.7%; State 26.6%. Economically disadvantaged, Novice reading performance comparison: East, 28.4%, District, 36.7%; 43%. Economically disadvantaged Math, 3-6: East, 27.5% of 102 students demonstrated Proficient/Distinguished categorical performance, compared to 21.3% of 701 students in this category at the District level and 21.4% of 76,172 students who demonstrated Proficient/Distinguished performance at the State level. Economically disadvantaged Apprentice, math: 43.1% East; 40.7% District; 39.6% State. Economically disadvantaged, Novice math: East, 29.%; District, 38.1%; State, 39%. Disabilities, Reading, 3-6: 57.1% of 42 students scored at the Proficient/Distinguished category, compared to 50% of 202 students at the District level and 25.5% of students at the State level. Disability Apprentice category performance: East, 21.4%; District, 24.8%; State, 25.3%. Disability Novice category performance: East, 19%; District, 25.2%; State, 49.2%. Disabilities, Math, 3-6: 54.8% of 42 students scored in the Proficient/Distinguished category, compared to 32.5% of 200 students at the District level and 17.8% of 20,236 students at the State level. Disability Apprentice, math: East, 28.6%; District, 40%; State, 36.9%. Novice Disability, math: East, 16.7%; 27.5%; 45.4%. Data for Science and On-Demand Disabilities for East is suppressed due to the sizes of those populations as are male and female comparisons in Science and Social Studies due to the size of those populations. Male/Female Student Comparisons: For Reading performance among our male population in grades 3-6, 59 students assessed: 49.1% performed in the Proficient/Distinguished category, compared to 42.7% of 421 male students at the District level and 64,629 male students at the State level. Apprentice male performance—East, 32.2%; District, 24.7%; State, 26.1%. Novice male performance—East, 18.6%; District, 32.5%; State, 36.5%. For Reading performance among our female population in grades 3-6, 59 students assessed: 40.7% performed at the Proficient/Distinguished level; compared to 38.3% of 446 students at the District level and 41.7% of 60,105 students at the State level. Apprentice female student performance—East, 25.4%; District, 26.2%; State, 25.4%. Novice female student performance—East, 33.9%; State, 35.4%; District, 32.8%. For Math performance among our male population in grades 3-6, 59 students assessed: 39% scored at the Proficient/Distinguished level, compared to 29.9% of 421 students at the District level and 33.4% of 64,629 students at the State level. Apprentice male math comparisons—East, 37.3%; District, 40.9%; State, 37.7%. Novice, male math performance comparisons—East, 23.7%; District, 29.2%; State, 28.9%. Math performance among our female population in grades 3-6, 59 students assessed: 17% demonstrated Proficient/

Distinguished categorical performance; compared to 17.1% of 445 female students at the District level and 29.3% of 60,095 female students at the state level. Apprentice female performance comparisons: East, 52.5%; District, 43.6%; State, 38.7%. Novice female performance comparisons: East, 30.5%; District, 39.3%; State, 32%. With regard to Kindergarten readiness, 44.4% of our 27 Kindergarten students were considered ready for Kindergarten with interventions based on the Brigance Screener, 55.6% of 27 were considered ready for Kindergarten without interventions, and 0% with enrichment. Contrast this with District percentages: 51.7% of 331 Kindergarten students ready with interventions; 43.2% Kindergarten ready without interventions; 5.1% ready for Kindergarten with enrichment. Of the 36,560 Kindergarten students assessed by the Brigance at the state level, 46.9% were considered ready with interventions, 40.5% without interventions, and 12.6% ready with enrichment. No summative data is available for our K-2 Primary program for the past two data cycles due to COVID 19. A two- year review of data trends reveals a relatively strong instructional delivery program based upon the IOWA assessment from spring, 2019 and spring, 2018 during the pre-covid era; across both years, the aggregate score for all groups was above the fiftieth percentile. Moreover, formative MAP data reveals that at this time in the Fall of 2021, we have 90 K-2 students below average in math, with 46 K-2 at or above average and 43 students K-2 at or above average in reading and 52 K-2 students at below average. Our second grade students seem to be impacted with the most students below average in reading and math; we are utilizing small group instruction and evidence based practice to grow them toward proficiency. A new IOWA summative assessment is scheduled for grades K-2 in the spring of 2022. However, due to the size of our population, and other variables among our population from year to year, considered alongside the impact of the COVID 19 quarantine, all underscore the uncertainty we face as educators and the need to be continually supportive of our students' learning and social emotional needs as well as our families. Non-Academic Indicator Trends: Culturally, the implications of poverty is a permeating reality we see in our students on a daily basis with 88.5% of Whitley County East Elementary School's student population in 2021 qualifying for free or reduced meals and classified as "economically disadvantaged," up from the total in 2020, 87.5%. At present time, we have 51 students, or 20% of our population who qualify for services under the McKinney Vento Homeless Assistance Act. We are a Title I schoolwide eligible school. However, we refuse to permit that circumstance to define either our school or our children, and definitely not the quality of their educational experiences. All our students learn from Effective teachers who continually use data to drive instruction and focus on student centered learning. During the times from March, 2020-March, 2021, Whitley County East Elementary Food Service Staff served 42,573 breakfast meals via pick up or delivery and 45,093 lunches for a total of 87,866 meals served across the time span of the worst of the

COVID 19 Pandemic. We are very aware that the economically disadvantaged group is our most significant gap group in terms of numbers; all other potential gap groups are found here—disability, male, female; our faculty sees public education as a means to improve the quality of life for the students and for the community our school serves, and a vehicle to help them to work toward the ultimate goal of being college and/or career ready. 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. Behaviorally, the students at Whitley County East Elementary have clear guidelines for behavior that are communicated annually to parents. The principal views discipline as a vehicle to improve behavior and not as a punitive action. A continuum is in place that supports students before behavior becomes an issue, including Positive Behavioral Interventions and Supports. Teachers and administrators reach out to parents/guardians to when behavior becomes an issue that interferes with learning. Infractions are communicated to parents by staff and addressed in a fair and consistent manner. During the last year, our school had only 2 instances of misconduct as we were on NTI until March, 2021. Contrast this with 197 documented behavioral events in 2019-2020, compared to 162 documented behavioral events the year prior in 2018-2019, which was an increase of 35 incidents which would be considered in the “normal” range for our population in non-Covid time. 16.6% of our population is classified and receive services under Gifted and Talented Services. Average daily attendance is another nonacademic indicator that is difficult to analyze for the year 2020/2021. During the time we offered in-seat learning is measured by the number of learners we had in seat from March to May, we had 252 students enrolled. 214 returned to in seat; albeit inconsistently and due to COVID exposures and positive cases, several students and families had to quarantine during this time. Of our 2019/2020 was 92.14% through March, when NTI began, and in 2018/19 was 94.18%, while 2017-2018, the average daily attendance was 93.55% which are more typical despite lots of flu like symptoms in the time from January to March before NTI began for us in March, 2020 and remained so through the end of the 2019/2020 year. Staff absences, excluding COVID or PD for 2020/2021 are as follows: 130.5 for our certified faculty and 263 for our classified staff. Staff absences for the 2019-2020 year are as follows: 156.5 certified and 113.5 classified. Staff and faculty surveys across the past two years indicate that a significant portion of our faculty and staff report that their school is a great place to work and learn, while parent and family surveys report that the school does a good job of informing them of their students' progress and providing quality educational experiences. For the first time, our certified faculty took the Impact Kentucky Survey in 2020 regarding perception of working conditions in our building. We discussed our results in PLC meetings and compared the ratings to the



average of our state and district as a whole. The following percentages were yielded as being favorable: Educating All Students, 92%, compared to 74% in Kentucky, 72% for District. Feedback and Coaching, 95%, compared to 56% Kentucky, 68% District. Managing Student Behavior, 90%, compared to 65% Kentucky, 77% District. Professional Learning, 93%, compared to 59% Kentucky, 62% Whitley County. Resources, 70%, compared to 46% Kentucky, 61% Whitley County. School Climate, 96%, compared to 62% Kentucky, 72% Whitley County. School Leadership, 93%, compared to 62% Kentucky and 70% Whitley County. Staff-Leadership Relationships, 96%, compared to 76% Kentucky, 79% Whitley County. The survey is given every two years to certified staff and is scheduled again for Fall, 2022. Finally, a very telling non academic indicator was the survey our students completed who took the Kentucky Summative Assessment last year. 99.1% of students surveyed felt that "their school was a caring place" by indicating agreement or strong agreement. 100% of our disabilities population indicated that they agreed that all of their teachers made them feel welcome, and 99% of our economically disadvantaged group indicated agreement or strong agreement that a teacher or some other adult from their school would care if they missed a day of school. Based upon these trends, both academic and nonacademic, it is critical that we maintain a strong learning culture to support our students in their journey toward proficiency and beyond.

#### Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Based upon careful and thorough analysis of various data items from the 2020-2021 School Year as documented on the school report card at [https://www.kyschoolreportcard.com/organization/54327/academic\\_performance/assessment\\_performance/state\\_assessments\\_enrollment?year=2021](https://www.kyschoolreportcard.com/organization/54327/academic_performance/assessment_performance/state_assessments_enrollment?year=2021), consideration of data projections based upon our five year trends, including 2019-2020 when we did not have actual data due to the COVID 19 worldwide pandemic, Whitley County East Elementary School has identified specific concerns and priorities for the 2021-2022 school year. All of the data and priorities/concerns are viewed in the context of the COVID 19 Pandemic, which directly impacted students beginning with the time period spring, 2020 and continuing to the present time. In fact, the "Covid



Slide” has the potential to impact students academically and socially for many months to come. We are focusing on accelerating learning for our students. This process involves setting priorities for standards, intentional scaffolding, diagnosing essential missed learning, intentionally building knowledge and vocabulary, guided reading, and continually improving teacher efficacy. Specifically, disaggregation and analysis of 2021 summative data and the 2020-2022 projected data revealed that Whitley County East Elementary School has identified the following priorities and concerns that we would like to focus our efforts and resources on improving: Categorical Novice Performance reduction in reading and math for all students, Categorical Novice Performance reduction in reading and math for our economically disadvantaged students, and supporting all of our students in their social emotional development by concentrating on removing non cognitive barriers to learning. By focusing on novice reduction and growth rate across the board in the key core subjects of math and reading through acceleration and focusing on supporting students socially and emotionally by removing non cognitive barriers, we can move all our students toward the direction of proficiency and beyond and reduce the impact of COVID gaps in learning. The following data helped our school decide upon our identified priorities and concerns: Presently, in 2021 our economically disadvantaged population has climbed to 88.5% compared to 87.5% in 2020. Therefore, this group is our largest Gap Group. We realize this statistic presents a vulnerability that is exacerbated by the issues relating to the COVID pandemic. During the Spring, 2021 KENTUCKY SUMMATIVE ASSESSMENT, participation was decided by parent via a documented Good Faith” protocol. 81.9% of our students 144 who were eligible participated in the assessment and 18.1% did not due to COVID 19 concerns as documented on contact logs. Likewise, 88.6% of our 35 eligible fourth graders took Kentucky Summative Assessment science assessment and 78.9% of our 38 eligible fifth graders took part in the Kentucky Summative Assessment. On-Demand Writing assessment. Also, students took a more abbreviated version of the reading and math assessment, and this was the first year that the assessment was fully online other than the pilot field test the year prior; students did not get to take the pencil paper test in spring, 2020 and we had only data projections based on our five year trends Thus, these variables must also be considered when analyzing the data, we have against the background of the COVID Pandemic. For the second year in a row (2020-21 and 2019-20) we had no summative IOWA data due to COVID 19, but we did have MAP benchmark assessments for most of our population K-6 which further helped to inform and drive our concerns and priorities for the 2021 2022 CSIP.. On the surface, all our students performed comparably or exceeded state and district Proficient/ Distinguished Rates in the areas of reading, science, and On-Demand Writing on the Kentucky Summative Assessment; math was ahead of district averages and slightly under state averages for Proficient/Distinguished in math as revealed by table 1

(attached.) Even though Whitley East female students fell short of its low end projected 2021 Proficient/Distinguished math rate of 67.2% by 50.2%. However, their performance was comparable with district Proficient/Distinguished rates: 17% East, 17.1% District, and both were below the state Proficient/Distinguished rate in math of 29.3%. However, using the Kentucky Summative Assessment as a metric, the implications of the COVID 19 Pandemic hit our school hard; firstly, our participation rate for reading and math was 81.9% of our 144 students in grades 3-6. For most of the 2020/2021 school year, our students were on remote learning, either virtual or pencil paper, with some limited in person or virtual targeted assistance during the year. Due to alarmingly high COVID incidence rates, it was mid-March before 214 of our learners had the option to return to in-seat during COVID or stay learning remotely, which was only a few weeks from when our assessment window opened. Of the 118 students who took the assessment, our Proficient/Distinguished rates were 50% for reading, compared to 37.5% Proficient/Distinguished rate for the district, with 868 students assessed and 39.5% proficient rate for the 124,790 students who took the assessment across the state. Proficient/Distinguished math rates were 27.9% for math, compared to 23.3% Proficient/Distinguished rate in math for the district, and 31.4% for the state for the 3-6 population assessed. The real concern is underscored when we look at our five-year trend projected data and pre-COVID data. In 2019, which was the last year we had actual data, our novice rate in 3-6 was 10.1% in reading and 5.1% in math. The novice rates for 2020-2021 were 26.3% in reading and 27.1% in math. Thus, our novice rates have increased by 16.2% in reading and 17% in math in just two years. The root of the problem would have to be due to the implications of COVID 19. Additionally, our pencil-paper learners were 104 and our virtual learners were 86 virtual due mainly to poor internet connectivity in our rural, mountainous region. In spring, 2019, our novice rates for our 3-6 economically disadvantaged population were 11.8% in reading and 4.5% in math. In spring, 2021 novice performances had increased dramatically to 28.4% in reading and 29.4% in math. Likewise, the apprentice categories in this time period spanned by the COVID Pandemic saw dramatic increases as well. 28.4% in reading and 43.1% in math in 2021 compared to 2019 apprentice scores, 15.5% reading and 30.9% for math for the same categorical population. Finally, the actual scores yielded were short of the projected proficient and distinguished trends among our economically disadvantaged populations as discussed in the Trends section for reading and math based up the five year projected trends that factored in the COVID pandemic. In fact, we fell short of the low end projections in all areas except for fifth grade On-Demand Writing .

### Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Whitley County East Elementary School will focus our efforts and resources to leverage our strengths and address potential concerns based upon our summative assessment data and projected data trends through a system of frequent data review to guide and inform instruction, identifying and removing barriers to social, emotional, and academic growth, identifying content that is essential for learning by discipline, and building positive student relationships, we hope to systematically reduce and eliminate novice performances and grow our students to proficiency or beyond. Specifically, we want to continue to reduce novice levels school-wide in reading and math for our 3-6 population from the most recent (2021) Kentucky Summative Assessment data of 26.3% novice rate in reading and 27.1% rate in math, with 81.9% of our 144 students, or 118 taking the test due to concerns of parents and guardians with the COVID 19 Pandemic. We want to continue to maintain and grow our combined proficiency/distinguished rates in reading (50% on the 2021 Kentucky Summative Assessment and math (27.9% on the 2021 Kentucky Summative Assessment. We had no federal classification for ATSI or SCI at present. By systematically reviewing student data, and supporting rigor in key standards, and accelerating student learning, we hope to raise more of our students into the proficient category or beyond. By systematically focusing on students scoring in the novice range or at-risk categories, and by addressing underling social-emotional and other non-cognitive barriers to learning, we hope to improve student learning, achievement, and growth across the school for our all of our learners and populations. By being aware of our gap groups and their growth rates, we hope to leverage our vertically and horizontally aligned curriculum to target and intervene where students need it most. We will continue to maintain a rigorous and supportive curriculum, and our practice and delivery 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 leverage and cultivate our strong learning culture and education within our learning community and environment by encouraging continued student growth in math and reading, and closing achievement gaps among all of our populations, especially our at risk/economically disadvantaged populations. On the last 2020 KY Impact Survey, the following ratings resulted from certified staff ratings for Whitley County East Elementary: Culture @ 96%, Feedback & Coaching @ 93%, School Climate @ 96%,

School Leadership @ 93%, Professional Learning @ 93%, Educating All Students @ 92%, Managing Student Behavior @ 90%. All of these ratings exceeded comparative aggregate state ratings for other schools in our category. In doing so, we will reinforce the guiding cultural principles of grit, moral compass, work ethic, and education to help our students on the path to college and career readiness. We will do this through a data-driven instructional team approach focusing on student mastery of key academic standards in reading and math. We will use common, grade level assessments in reading and math to review standards mastery at key times across the year. 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 in principal and teacher led PLCs to further inform, drive, and refine our instructional practice and delivery. We will have our intervention and special needs teachers collaborate with community and partners within the building, such as Save the Children and 21st Century CCLC to create evidence-based family engagement and capacity building opportunities throughout the year for our families, and further make activities available on our social media and web pages. These will be a mixture of virtual and in person, with paper resources available upon request. 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 Kentucky Academic Standards across all subjects. Students who need additional support and intervention will be promptly identified and assigned to the necessary support system. We will further support our student learning and achievement through resources purchased from our Striving Readers Comprehensive Literacy Grant, including EPS's Wordly Wise, Learning A-Z, Zaner-Blouser Handwriting, and 180 Days of Writing, We will also leverage funds to use IXL Learning, Edmentum Study Island as appropriate to support and differentiate for our students across the key core academic areas. By systematically targeting student vocabulary growth and language development, we hope to grow our learners and their vocabulary across the various grade levels and disciplines. Additionally, we will also work within our PLCs to implement Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) to bring high-quality, rigorous literacy and math instruction and support to help our students grow in math and literacy.

### Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- Complete the [Key Elements Template](#).
- Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

A key area to support Whitley County East Elementary School in our efforts at novice reduction and increasing proficiency will be by designing, aligning, and delivering social-emotional support to our teachers, staff, students, and families. This is more important than ever when one considers the potential fallout from the COVID 19 Pandemic and the need for student accelerated learning. During most of the 2020/2021 school year, as a result of high COVID 19 incident rates in our region, from August to mid-March, 104 of our learners were learning remotely via pencil paper, 86 were learning virtually, and both populations were coming in for targeted services as they could be scheduled, for a total of 1,149 sessions. After mid-March 2021 as incidence rates of COVID 19 lowered, 214 of our 252 students returned to in seat learning while 38 maintained learning remotely status until the school term ended May 8. Specifically, we will continue to strengthen our processes that we have in place to communicate with parents and remove any barriers to student learning, among these: student attendance, student behavior, student mental health, and evidence-based interventions and instruction in reading and math. In doing so, our school will strengthen our overall learning culture of providing support to our students in our four cultural areas of focus: grit, moral compass, work ethic, and education. We will again utilize our family resource center to reach out to support our parents and families with resources and we will strengthen our in-house partnership with our local mental health agency, Cumberland River Comprehensive Care. We have two in school therapists who provide emotional,

mental health, and behavioral support to our students. We will also work with other community partners, such as the Bell-Whitley Head Start Program, which is blended with our district preschool program to increase Kindergarten readiness. We will work with the Whitley County Sheriff's Department to arrange guest speakers and age-appropriate intervention programs, such as D.A.R.E. (Drug Abuse Resistance Education) as well as leverage our partnerships with Save the Children and our 21st Century Clubs. We will maintain a standing threat assessment team comprised of key staff to help support students who struggle with mental health, behavioral, or emotional needs. All students will be benchmark assessed by teachers three times per year using the Review 360 Behavior Rating System, STAR, and MAP, and this data will be reviewed by professional learning communities and intervention teams three times per year, with students who need additional support receiving it. We will utilize our Math and Reading Interventionist teachers as appropriate to offer both indirect and direct, evidence-based interventions to our students and teachers. Classroom teachers will align new standards to web-based programs that we use, such as IXL and Edmentum's Study Island, which may be accessed from any high-speed internet connection at home or school. These programs will offer real time proficiency reports to show progress, which will be reviewed in PLCs and will further inform and drive instruction. Our intervention teachers will collaborate with other faculty, staff, and community partners to host monthly family engagement events to further strengthen the overall learning culture and family relationships in our school and community both virtually and in person, when appropriate. By identifying and supporting these critical and underlying issues, we hope to systematically reduce novice performance and improve our proficiency rates for all learners and support their overall social and emotional development.


## **ATTACHMENTS**

### **Attachment Name**



Whitley County East Elementary School, 2021 2022 School Key Elements Template

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County East Elementary School, 2021 2022 School Key Elements Template	Whitley County East Elementary School, 2021 2022 School Key Elements Template Word Document	• 6

Key Elements of the Teaching and Learning Environment – *Whitley County East Elementary School*  
*"Grit. Moral Compass. Work Ethic. Education." We are East.*

Key Elements	Evidence
<b>KCWP 1: Design and Deploy Standards</b> What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Curriculum map, pacing guides, lesson plans, I can statements from KAS, learning targets, PLC meetings, grade level meetings, vertical/horizontal alignment, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Striving Readers Comprehensive Literacy (SRCL), Houghton Mifflin Reading Series, MAP, STAR, KSA, formative/summative assessment, SBDM minutes
<b>KCWP 2: Design and Deliver Instruction</b> What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Formative/Summative Assessments, KSA data, LDC coding tasks, lesson plans, writing scrimmages, STAR, MAP, PLC meetings, lesson plans, individual learning plans, RTA, MIT, & Title I data, Individual Education Plans, Accelerated Learning Plans, Differentiation, KSI, Individualized progress reports from Study Island, Exact Path, and IXL, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City Learning A-Z, SBDM minutes
<b>KCWP 3: Design and Deliver Assessment Literacy</b> What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, Exact Path, IXL, AIMSWeb
<b>KCWP 4: Review, Analyze and Apply Data</b> What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC minutes, STAR, MAP, IOWA, KSA, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, Lesson plans, student learning plans, Individual Education Plans, LDC, grade level common assessments, RTI, AIMSweb, district curriculum coaches
<b>KCWP 5: Design, Align and Deliver Support</b> What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	RTI, KSI, AimsWeb, Progress monitoring, Individual Education Plans, 504 Accommodation Plans PBIS, formative/summative assessments, Intervention Central AR, MAP, STAR, KSA, PLC meetings, SBDM meetings, CSIP/CDIP, MIT, Reading Recovery, STC, 21 <sup>st</sup> Century Mustang Clubs, district curriculum coaches
<b>KCWP 6: Establishing Learning Culture and Environment</b> What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Culture of Grit, Moral Compass, Work Ethic, Education, character readings, classroom management system, PBIS, open house, parent teacher conferences, 21st century community activities, In-House Collateral Partnership with Cumberland River Behavioral School Based Counseling, Book Vending Machine, Partnerships with Save the Children, 21 <sup>st</sup> Century, FRC Youth Services, Bell-Whitley Head Start, In House Preschool, Family Math and Literacy Nights.





## 2021-22 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763

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## 2021-22 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

#### COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

#### COMMENTS

### Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

### **COMMENTS**

9. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

15. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**



20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

### Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

**Schools Identified for Targeted Support and Improvement**

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

**COMMENTS**



## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763

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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.*

YES

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 in the comment box.*

YES

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 in the comment box.*

YES

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 in the comment box.*

YES

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

*If the answer is "no", please explain in the comment box.*

YES

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If the answer is "no", please explain in the comment box.*

YES



7. Was the school's emergency plan reviewed following 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)?

*Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.*

YES. JUNE 2021

8. 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)?

*Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.*

YES. AUGUST 10, 2021

9. 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(5)?

*If the answer is "no", please explain in the comment box.*

YES

10. 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(5)?

*If the answer is "no", please explain in the comment box.*

No. Due to COVID-19 pandemic, our district was virtual in January. Our school did required drills upon returning to in person instruction in March.

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

*If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.*

YES

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763

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## 2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

### 1. What is the school's mission?

Our school's mission is to provide and cultivate a safe, supportive environment in which all students are expected to achieve at high levels. The formal mission statement of our school is: "Parents, teachers, and students working together for Academic Excellence." Our school motto is "Whitley County East Elementary School: Where Kids Come First!" and we mean that sentiment with all sincerity. Every activity we do and every decision we make hinges upon our purpose, which is supporting student achievement and well-being. The guiding values of our school culture

reflect our determination to provide our students with the opportunity to develop a good work ethic, a strong moral compass, and old-fashioned grit, while providing as much rich and relevant educational opportunities as possible for our students. We see education as a vehicle to help lift students from poverty and its implications, which is especially critical when one considers that the free and reduced meal eligibility rate among our student population is presently 88.5%, a statistic that has held steady across the past eight years. We believe that the elementary skills are the foundation for later learning. When our students are successful, we all are. We take our roles as educators for our community very seriously and treasure this relationship as we understand how valued and important those roles are to the students and families we serve.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based upon the protocols and needs assessment outlined in our Consolidated School Improvement plan for this current 2021-22 school year, the top two priorities for professional development that support continuous improvement are: 1.) Categorical Novice Performance Reduction in Reading and Mathematics for all students and 2.) Supporting students in their social and emotional development by concentrating on removing non-cognitive barriers to learning. Our SBDM derived these two priority goals by analyzing our available student data achievement and survey data surveying our teachers and staff and discussing these results in our professional learning communities (PLCs) to inform and drive our professional development plan. As outlined in our protocols, all stakeholders were involved in its development via representation. In support of this plan, each building teacher also met with the principal to develop a professional growth plan based upon self-reflection to achieve personal professional growth and development aligned with school and district needs. The principal in turn met with the Deputy Superintendent to propose and develop a professional development plan for him, aligned with building and district needs based upon self-reflection and data from the 2020-2021 school year, as well as a review of available data from the previous three data cycles.

3. How do the identified **top two priorities** of professional development relate to school goals?

The goals of our CSIP are to increase Proficient or better categorical performance, while systematically reducing Novice categorical performances in the core academic areas of math, reading, writing, science, and social studies. We also want to grow categorical performance of our most significant gap group, which overshadows all other groups, specifically our Free and Reduced Meal Eligibility population as outlined in our CSIP goals. This population encompasses 88.5% of our student population, a data point that has remained consistent across the past three data cycles. To accomplish this, our faculty will disaggregate results of formative and summative assessments, surveys, and other key data. This information such will be analyzed in professional learning communities and thereby inform and drive further professional development planning and lesson planning. We will know the data and the circumstances that are in the background of the data as well. Most importantly, we will know our students and understand how to help them grow

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For the first priority professional development need, the specific objectives for professional development aligned to the school goal of identifying pathways to key standards by grade level include: 1.) Formative and summative data analysis and disaggregation by grade level PLCs. 2.) Determine each student's instructional needs based upon analysis of formative data in the core academic subjects. 3.) Meeting those needs through data driven instructional delivery of key standards, with follow up as needed. 4.) Faculty and staff working with the principal and district level instructional coaches in PLCs to ensure that a rigorous but supportive curriculum is delivered and that students are meeting benchmarks in English Language Arts, math, social studies, and science.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of this component of the professional development plan will be deliberate and systematic reduction of novice categorical performance in all key academic areas—math, reading, science, social studies, and on-demand writing while systematically growing our proficient and distinguished categorical student performance populations. Another intended result is that our students be college and/or career ready, or “pre ready” at the elementary level.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators for success of the professional development plan will be reduction of novice scores and a rise in proficient scores on formative assessments, student benchmarks in Renaissance Learning STAR and NWEA Markers of Academic Progress (MAP,) and artifacts such as Literacy Design Collaborative, Math Design Collaborative, Writing Folders, Through Course Tasks, and Claim Evidence Reasoning exemplars. The result is expected to be an efficient identification, delivery, and path to mastery of key standards for students, which should in turn lead to proficient or higher categorial performance in core academic subjects on summative assessments across all grade levels.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be teachers, the principal, and administrators, and paraprofessionals who work with the selected populations in our building.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The populations impacted most by the professional development our faculty engages in are the students, followed by teachers, then the principal, and district leaders. The goal will be improving student demonstration of proficient or higher achievement, and in order to do achieve this goal our faculty will use a data driven approach with the goal of reducing novice categorial performance in core academic subjects. Students who are not achieving benchmarks and who are at risk, typically in the lower quartile range will receive additional supports and interventions that efficiently target mastery of key standards. The impact of the professional development plan will be monitored through the PLC process and directly linked to student achievement.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources needed for this component of our professional development will include allocation of time and resources in Professional Learning Communities, after school faculty meetings, and scheduled professional development. Excellent resources are following: <http://www.corestandards.org/> as well as <https://kystandards.org/home/ky-acad-standards/> and [www.achievethecore.org](http://www.achievethecore.org). PLCs will work together, both in person and remotely via zoom to students and standards. Our faculty will work with district level coaches and curriculum teams across the



district to align our curriculum, both horizontally and vertically and develop curriculum maps based on the Kentucky Academic Standards. Another need will be funding and materials to support teachers as they implement delivery of key standards. Funding will be allocated through our general fund and we will, in cooperation with our district seek additional supporting funds, such as the Kentucky Comprehensive Literacy Grant. New teachers will work in a cohort with district instructional coaches in our Colonel Teacher Internship Program. We will also leverage our Southeast/Southcentral Educational Cooperative to support our professional development needs when appropriate and other building, local, state, and/or national conferences. Teachers will work inside the building curriculum team and with the principal and district level instructional coaches to identify key standards as well, documenting efforts in our PLC record in our shared team drive.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing professional supports will be provided for professional development implementation through coaching via district level instructional coaches, the principal, and assigned building anchors and teacher leaders. These supports will be documented via the PLC process in agendas and minutes and shared via Google drive. All new teachers will be assigned in building anchors to help guide them and work closely with the district's Colonel Teacher Internship Program, as scheduled by instructional coaches via zoom and in person meetings. All faculty will summarize PD they attend and share via a team drive as part of the PLC process. Our faculty will align Professional Growth Plan activities to reflect our efforts. Follow up will be integrated into the professional learning community process.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

This component of the professional development plan will be monitored for evidence of implementation via data analysis of formative and benchmark assessments P-6, and selected key student work samples, including writing pieces, MAP scores, STAR scores reviewed in PLCs by the certified faculty members three times per year, and other key artifacts, including high, medium, and low scoring CER and TCT artifacts, LDC and MDC exemplars reviewed by semester by the PLC teams. These reviews and discussion will be documented in our PLC discussions in our Google team drives. Additionally, faculty who attend key professional development will share a synopsis in PLCs and an archive will be created in google shared team



drive to document these efforts, which will in turn be discussed, shared, and reflected upon in the PLCs. Our purpose of this analysis will be to support students who are on the "watch list" as not meeting grade level benchmark criteria and therefore at risk of Novice categorical performance.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For the second priority need professional development need, the specific objectives for professional development aligned to the school goal of supporting students in their social and emotional development by concentrating on removing non-cognitive barriers to learning: 1.) Teachers and staff will receive training and work within Professional Learning Communities as necessary to identify student barriers to learning. 2.) Identifying students who are performing below grade level benchmarks, including Review 360 screeners, during PLCs with teachers, principal, instructional coaches, interventionists, and teacher leaders and grade level anchors. Other building personnel will attend the PLCs as necessary. 3.) When placing these students on "confidential watch lists" PLCs will determine barriers to learning, such as social emotional needs or economic needs, mental health needs, or even needs for interventions beyond those offered in the classrooms. Subsequently, a plan will follow from the PLC for each student to address these barriers to the extent possible. 4.) making referrals as appropriate to address needs through in house as well as collateral services using available resources: Family Resource Center, In House Cumberland River Mental Health practitioners, in house tele-health practitioner, homeless student services, or other community and collateral resources, math or reading intervention. 5.) Capacity building workshops will be offered to parents and families to further support student learning and success, including learning how to understand formative and summative assessment scores and how to support students outside of the school environment in key academic subjects. 6.) Student active participation in our before and after-school partnership programs, either in person or remotely: 21st Century S.P.A.C.E. and Save the Children, including clubs and activities scheduled.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Deliberate, intentional support of removing non cognitive student barriers to learning which should in turn lead to reduction of novice categorical performances and thus lead to further support for future learning and success for all students, including our most vulnerable learners and capacity building for our families to support our learners. These barriers will include various non-cognitive indicators,

including emotional, social, and economic support for our students and their families, improved Kindergarten readiness, referrals to services and resources to support families in ways that enable all of our students to be ready to learn and to continue learning efficiently and at high levels. Student learning and achievement is a complex process; with an 88.5% free or reduced meal eligibility rate factored into this process, the majority of our students are considered “at risk” due to their circumstances and backgrounds. By deliberately and intentionally identifying and supporting our students and their needs, our students will be more ready to learn and achieve. Another intended result is that our students be college and/or career ready, or “pre ready” at the elementary level.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators for success of the professional development plan will be a reduction in barriers to student learning, as evidenced by: 1.) a decrease in disciplinary referrals. 2.) meeting student needs by leveraging our in-house relationship with Cumberland River Behavioral Health, our in-house Family Resource Center, and our in-house telemedicine services and partnerships. 3.) Attendance by parents/guardians/families in our capacity building workshops. 4.) an increase in students who are performing at proficient levels as measured by universal screeners—MAP, STAR, Review 360. Brigance Screeners. 5.) Surveys by students, faculty, staff, parents and guardians as indicated. 6.) Improved attendance by those students categorized as chronically federally absent 7.) Attendance and participation by students in our before and after school partner programs: 21st Century S.P.A.C.E. and Save the Children. 7.) The long-term indicators for success will be hard to gauge without longitudinal data; however, by meeting immediate needs during the formative elementary years, the benefits for our students may be evident in future years, pending a continuation of meeting those needs. However, in the short term it will be comparatively easy to gauge: improved student proficiency rates.

5d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be teachers, the principal, and administrators, and paraprofessionals who work with the selected populations in our building.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The populations impacted most by the professional development our faculty engages in are the students, followed by teachers, then the principal, and district leaders. The goal is supporting students in their social and emotional development by concentrating on removing non-cognitive barriers to learning., and in order to do achieve this goal our faculty will use a data driven approach combined with rich discussion in PLCs. Students who are not achieving benchmarks and who are at risk will receive additional supports and interventions that efficiently target social and emotional supports. The impact of the professional development plan will be monitored through the PLC process and supportive of student achievement.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

The resources needed for this component of our professional development will include allocation of time and resources, PLCs will work together, both in person and remotely via zoom to identify students on “watch lists” who may need additional supports and interventions. A clear referral process will be implemented for students who need additional supports and services within our building. Progress will be monitored in the PLC meetings, specifically the three annual meetings scheduled by the principal each year to review in depth student progress. Further resources will include trainings and professional development scheduled by our partners: 21st Century S.P.A.C.E, Save the Children, Family Resource, Bell-Whitley Community Action Agency, Cumberland River Behavioral Health. Specifically, staff assigned to those programs will bring back information to share within our PLCs as documented in our team drives.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing professional supports will be provided for professional development implementation through coaching via district level instructional coaches, the principal, and assigned building anchors and teacher leaders and other key staff when appropriate. This will be documented via the PLC process in agendas and minutes and shared via Google drive. All faculty will summarize PD they attend and share via a team drive as part of the PLC process. Our faculty will align Professional Growth Plan activities to reflect our efforts. Grant programs will be subject to grant guidelines and continuing eligibility of funding. Follow up will be integrated into the professional learning community process and documented in our shared google team drives and reviewed by the same process.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

This component of the professional development will be monitored for evidence of implementation by follow up by the PLCs and review of impact of services via key data analysis of formative and benchmark assessments P-6, and student work samples, including surveys as indicated by students, faculty, staff, students, and parents/guardians, by reflection of professional discussion as documented in PLC agendas and minutes, and reports to SBDM, including, when appropriate: writing pieces, Review 360 ratings, MAP scores, STAR scores reviewed in PLCs by the certified faculty members three times per year, and other key artifacts, including high, medium, and low scoring CER and TCT artifacts, LDC and MDC exemplars reviewed by semester by PLC teams. These reviews and discussion will be documented in our PLC discussions in our Google team drives. Additionally, faculty who attend key professional development will share a synopsis in PLCs and an archive will be created in google shared team drive to document these efforts.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Generated on 12/20/2021

Whitley County East Elementary School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-2022 Phase Three: Comprehensive School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763



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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Each year, as new assessment data is received and disaggregated, our school will review the CSIP and adjust our objectives and strategies as identified in our needs assessment diagnostic, with particular attention to our most vulnerable populations in our gap groups. Currently, our largest gap group is our economically disadvantaged population, which encompasses 88.5% of our school population. Data constantly drives and informs our planning and CSIP. The goals, objectives, and strategies are attached and reviewed as scheduled by our PLC teams and our SBDM.

## Operational Definitions

**Goal:** Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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.

[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](#)

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

## Requirements for Building an Improvement Plan


The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Plan - Generated on 12/20/2021

Whitley County East Elementary School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County East Elementary School, 2021-2022 KDE Comprehensive Improvement Plan for School	Whitley County East Elementary School Goals, Objectives, Activities, 2021-2022 CSIP	.

## Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.



Explanations/Directions

<b>Goal:</b> Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

## 1: Proficiency Goals for Math and Reading

Goal 1A-Proficiency Goal, Math: Based on performance on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in math from 27.9% in 2021 to 33.9% by 2024.						
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
<b>Objective 1:</b>  To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 27.9% in 2021 to 29.9% in 2022.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/01/2021-09/30/2022	Principal, Teachers, Instructional Coaches.	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.	10/01/2021-09/30/2022	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/01/2021-09/30/2022	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/01/2021-09/30/2022	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$500.00
<b>Objective 2:</b>  To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 29.9% in 2022 to 31.9% in 2023.	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/03/2022—09/29/2023	Principal, Teachers, Instructional Coaches.	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.	10/03/2022—09/29/2023	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.

	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/03/2022—09/29/2023	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$500.00
<b>Objective 3:</b>  To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 31.9% in 2023 to 33.9% in 2024.	3A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/02/2023-09/30/2024	Principal, Teachers, Instructional Coaches.	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.	10/02/2023-09/30/2024	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/02/2023-09/30/2024	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$500.00

Goal 1B—Proficiency Goal, Reading: Based on performance on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in reading from 50% in 2021 to 56% in 2024.						
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
<b>Objective 1:</b>  To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 50% in 2021 to 52% in 2022.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/01/2021-09/30/2022	Principal, Teachers, Instructional Coaches.	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.	10/01/2021-09/30/2022	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports LDC	10/01/2021-09/30/2022	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/01/2021-09/30/2022	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in reading.	Wordly Wise KAS aligned KAS aligned curriculum., Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response reading questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$500.00
<b>Objective 2:</b>  To increase the percentage of proficient/distinguished scoring students in	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/03/2022—09/29/2023	Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	10/03/2022—09/29/2023	Principal, teachers, instructional coaches.	No funds required, \$0.

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
reading on the Kentucky Summative Assessment from 52% in 2022 to 54% in 2023.		poor attendance habits to address barriers to student achievement.			Instructional Support Staff, FRC, SRO, DPP.	
	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports LDC	10/03/2022—09/29/2023	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in reading.	Wordly Wise, KAS aligned KAS aligned curriculum., Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response reading questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$500.00
Objective 3:  To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 54% in 2023 to 56% in 2024.	3A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	10/02/2023-09/30/2024	Principal, Teachers, Instructional Coaches.	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.	10/02/2023-09/30/2024	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports LDC	10/02/2023-09/30/2024	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in reading.	Wordly Wise KAS aligned KAS aligned curriculum., Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response reading questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$500.00



## 2: Separate Academic Indicator Goals for Science, Social Studies, On-Demand Writing

2A-Science Goal: Based on performance on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in science from 48.4% in 2021 to 54.4% by 2024						
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
<b>Objective 1:</b>  Increase the percentage of students scoring at the proficient/distinguished level for science from projected 65.6% in 2020 to projected 66.2% in 2021.	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 (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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	\$500.00, general
<b>Objective 2:</b>  Increase the percentage of students scoring at the proficient/distinguished level for science from projected 66.2% in 2021 to projected 66.8% in 2022.	2A 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 (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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	\$500.00, general
<b>Objective 3:</b>  Increase the percentage of students scoring at the proficient/distinguished level for science from projected 66.87% in 2022 to projected 67.4% in 2023.	3A 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 (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.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	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.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	\$500.00, general

2B-Social Studies Goal: Based upon five-year trends and formative data, Whitley County East Elementary School will maintain the percentage of proficient/distinguished students in social studies from projected 56.7% in 2021 to projected 60.7% by 2024.						
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
<b>Objective 1:</b>  To increase the percentage of proficient/distinguished scoring students in social studies on the Kentucky Summative Assessment from a (projected) 56.7% in 2021 to 58% in 2022.	2A 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 (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.	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.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.		Principal, teacher leaders, teachers.	\$500.00, general
<b>Objective 2:</b>  To increase the percentage of proficient/distinguished scoring students in social studies on the Kentucky Summative Assessment from a (projected) 58% in 2022 to 59.3% in 2023.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	d. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		e. 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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		f. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	\$500.00, general

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
Objective 3:  To increase the percentage of proficient/distinguished scoring students in social studies on the Kentucky Summative Assessment from a (projected) 59.3% in 2023 to 60.7% in 2024.	3A 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 (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.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	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.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	\$500.00, general

2C-On-Demand Writing: Based on performance on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in On-Demand Writing from 56.7% to 62.7% by 2024.						
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
Objective 1:  To increase the percentage of proficient/distinguished scoring students in On-Demand Writing on the Kentucky Summative Assessment from 56.7 % in 2021 to 58.7 % in 2022.	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 (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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
		c. Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, Typsey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	\$500.00, general
<b>Objective 2:</b>  To increase the percentage of proficient/distinguished scoring students in On-Demand Writing on the Kentucky Summative Assessment from 58.7% in 2022 to 60.7% in 2023.	2A 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 (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.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, Typsey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers.	\$500.00, general

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Responsible	Funding
Objective 3:  To increase the percentage of proficient/distinguished scoring students in On-Demand Writing on the Kentucky Summative Assessment from 60.7% in 2023 to 62.7% in 2024.	3A 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 (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.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, Typsey) content for ELA., virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers.	\$500.00, general

3: Achievement Gap, Math and Reading

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

3A-Achievement Gap Goal, Math: Based on performance on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in our Economically Disadvantaged Gap Group in math from 27.5% in 2021 to 33.5% by 2024.						
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
Objective 1:  To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 27.5% in 2021 to 29.5% in 2022.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/01/2021-09/30/2022	Principal, Teachers, Instructional Coaches.	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.	10/01/2021-09/30/2022	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/01/2021-09/30/2022	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrators led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/01/2021-09/30/2022	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$500.00
Objective 2:  To increase the percentage of proficient/distinguished scoring	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/03/2022—09/29/2023	Principal, Teachers, Instructional Coaches.	No funds required, \$0.



Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 29.5% in 2022 to 31.5% in 2023.		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.	10/03/2022—09/29/2023	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/03/2022—09/29/2023	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$500.00
Objective 3:  To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 31.5% in 2023 to 33.5% in 2024.	3A Review, analyze, and apply data as related to students in math.	Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/02/2023-09/30/2024	Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		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.	10/02/2023-09/30/2024	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/02/2023-09/30/2024	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds \$4,000.00
		Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$1,500.00
		Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$500.00

3B-Achievement Gap Goal, Reading: Based on the Spring, 2021 Kentucky Summative Assessment, Whitley County East Elementary School will increase the percentage of combined Proficient/Distinguished scoring students in our Economically Disadvantaged Gap Group in reading from 43.1% in 2021 to 49.1% by 2024.

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
Objective 1:  To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 43.1% in 2021 to 45.1% in 2022.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/01/2021-09/30/2022	Principal, Teachers, Instructional Coaches.	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.	10/01/2021-09/30/2022	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/01/2021-09/30/2022	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds \$ and Title I Funds, 4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/01/2021-09/30/2022	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$500.00
Objective 2:  To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 45.1% in 2021 to 47.1% in 2023.	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/03/2022—09/29/2023	Principal, Teachers, Instructional Coaches.	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.	10/03/2022—09/29/2023	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/03/2022—09/29/2023	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$500.00
Objective 3:  To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 47.1% in 2023 to 49.1% in 2024.	3A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/02/2023-09/30/2024	Principal, Teachers, Instructional Coaches.	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.	10/02/2023-09/30/2024	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/02/2023-09/30/2024	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$500.00

## 4: Growth

4-Growth: Whitley County East Elementary School will increase the average combined reading and math proficient/distinguished categorical growth in grades 4-6 from 39.9% in 2021 to 42.9% by 2024.						
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
<b>Objective 1:</b>  To increase the average combined reading and math proficient/distinguished categorical growth for reading and math in grades 4-6 from 39.9% in 2021 to 40.9% in 2022.	1A Review, analyze, and apply data as related to students in math and reading.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/01/2021-09/30/2022	Principal, Teachers, Instructional Coaches.	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.	10/01/2021-09/30/2022	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math and reading.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/01/2021-09/30/2022	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/01/2021-09/30/2022	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. . Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/01/2021-09/30/2022	Principal, Teachers.	General Funds, \$500.00
<b>Objective 2:</b>  To increase the average combined reading and math proficient/distinguished categorical growth for reading and math in grades 4-6 from 40.9% in 2022 to 41.9% in 2023.	2A Review, analyze, and apply data as related to students in math and reading.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/03/2022—09/29/2023	Principal, Teachers, Instructional Coaches.	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.	10/03/2022—09/29/2023	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Responsible	Funding
	2B Design, align, and deliver support for quality instruction in math and reading.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/03/2022—09/29/2023	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/03/2022—09/29/2023	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/03/2022—09/29/2023	Principal, Teachers.	General Funds, \$500.00
<b>Objective 3:</b>  To increase the average combined reading and math proficient/distinguished categorical growth for reading and math in grades 4-6 from 41.9% in 2023 to 42.9% in 2024.	3A Review, analyze, and apply data as related to students in math and reading.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	10/02/2023-09/30/2024	Principal, Teachers, Instructional Coaches.	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.	10/02/2023-09/30/2024	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math and reading.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, MDC.	10/02/2023-09/30/2024	Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	10/02/2023-09/30/2024	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. . Focused, accelerated instruction in person or via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in person or via zoom in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	10/02/2023-09/30/2024	Principal, Teachers.	General Funds, \$500.00

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	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
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a



## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	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
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a

## 7: Other (Optional)

Goal 7 (State your separate goal.): n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 n/a	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	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
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a
		n/a	n/a	n/a	n/a

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p> <p>n/a</p>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p> <p>n/a</p>



Targeted Subgroups and Evidence-Based Interventions:		
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p> <p>Response:</p>		
Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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## 2021-22 Phase Three: Executive Summary for Schools

2021-22 Phase Three: Executive Summary for Schools

**Whitley County East Elementary School**  
**Mike Partin**  
Siler, null, 40763

12/20/2021

Whitley County East Elementary School

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## 2021-22 Phase Three: 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 an easternmost corner of Whitley County, Kentucky. We are one of the seven elementary schools that, along with a middle school, high school, the virtual Colonel Academic, and an alternative school comprise the Whitley County Public School District. Whitley County East Elementary is currently celebrating its twelfth 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 rich history provides a background and deep roots as we prepare our community's students for life in the 21st century. The area we serve is very rural, mountainous, geographically large, and economically poor; at present time approximately 88.5% 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 their grandparents or other relatives, even 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 simply another barrier to overcome. Our campus sits just about 900 or so feet above sea level and is framed by the beautiful 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 consistent across the past three years in terms of size, despite a higher-than-normal transiency rate of students moving in and out of our district. At the time of this report, there are eleven kindergarten through grade six homeroom teachers, two hundred thirty-nine students at Whitley County East Elementary School. Additionally, we have an excellent in-building preschool program, with one IECE educator and one IECE educator candidate who, along with two full time CDA assistants, serve another twenty-eight students in the three and four-year-old age range. Thus, our student population for grades preschool- sixth is two hundred sixty-seven. 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 four exceptional needs teachers who work closely with our other faculty in collaborative, co-teaching and resource settings to

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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 S.T.R.E.A.M. lab to our students, and one Visual and Performing Arts/Physical Education/Health Teacher. All our teachers collaborate and work closely to coordinate special events in the school as well as after school. Sixty-one percent of our teachers have five or more years' worth of experience, and seventy-eight percent of the teachers in our building have degrees beyond a Bachelor of Science or Bachelor of Arts (Rank 2 M.A. or M.S. or Rank 1.) 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 assistants, one each itinerant speech/ language therapist, school nurse, occupational therapist, and physical therapist. We have one cafeteria clerk, one cafeteria manager, three full time cooks, 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 with drivers 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 amazing Whitley County East Elementary School 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, including several Instructional Coaches, as well as incredible community members and collateral partners to support our students and their needs. Our students and community benefit from several key grant programs and the resources they bring, that are on-site: Math Achievement Fund, Read to Achieve, Kentucky Comprehensive Literacy Grant, 21st Century S.P.A.C.E., and Save the Children.

### 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 foothills of the Appalachian Mountains that surround our beautiful, rural forty plus acre campus. Our school's mission is to provide and cultivate an environment in which all students are supported emotionally and socially and expected to achieve at high levels. Our school motto is "Whitley County East Elementary School: Where Kids Come First!" and we mean that sentiment with all sincerity. Every activity we do and every decision we make hinges upon our purpose, which is supporting student

achievement and well-being. The guiding values of our school culture reflect our determination to provide our students with the opportunity to develop a good work ethic, a strong moral compass, and old-fashioned grit, while providing as much rich and relevant educational opportunities as possible for our students. We see education as a means to help lift students from poverty and its implications. When our students are successful, we all are. Our curriculum is tightly and rigorously aligned both horizontally and vertically with state and national standards through the Kentucky Academic Standards and the Common Core. We employ a wide array of evidence proven and best practice instructional strategies and methods for each grade level and classroom. In addition to the core subjects of math, reading, language arts, science, and social studies, our students receive instruction in physical education, health, visual and performing arts, world languages, and technology. We further utilize several resources to enrich instruction and help students make connections to content, including supporting differentiated learning, enrichment, as well as teaching to student areas of need but also helping students to develop their strengths. Our curriculum supports students in developing creativity, independent thinking, social well-being, and citizenship on the local, regional, state, national, and global level. Students are held accountable through a grading scale and exit criteria by grade level. Each child we teach is unique, and we pride ourselves as a faculty and staff on meeting their individual needs, supporting their social and emotional needs, all while holding a high academic standard. We want each of our students to fulfill her or his highest social and academic potential, so that they may better prepare for their respective roles as citizens of our community, our Commonwealth, the nation, and the world. We offer the opportunity for our students to participate in a variety of extracurricular clubs, sports, and activities, including both girls' and boys' basketball, football, cheer-leading, academic team, girls' and boys' soccer, PRIDE club, little league football, and basketball. We have an active Mustang Theater and Choir that is a source of community pride, and they perform at many school functions and assemblies, including plays and other school events.

### 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.

As a school, we are in competition only with ourselves and in that to be better than we were and to help each student achieve at the highest possible level. Achievement scores are simply one piece of a very complex puzzle that tells the tale of our school. Our faculty and staff are dedicated to student growth and achievement, and we are continually trying to improve learning for our students. In

recent years, we have had several student winners in the Whitley Area Retired Teachers' AARP "Grandparent of the Year" Essay contest, some of whom have went on to region and state level competition. Last year, we had a district winner in the Daughters of the American Revolution essay contest; one of our fifth graders wrote about the significance of the Boston Massacre in the road to the American Revolution. Although spring assessment data must be viewed with much caution due to the COVID 19 Pandemic, during the most recent assessment cycle, our students took the Kentucky Summative Assessment online for the first time. Overall, Whitley East students performed ahead of or near district and state combined proficiency and distinguished categories as assessed by the Spring, 2021 Kentucky Summative Assessment, which 81.9% of our 3-6 population of 144 (118 students) participated in are as follows: Grades 3-6 Reading-- 50% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 37.5% of 868 at the District level and 39.5% of 124,790 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Reading Apprentice: East, 28.8%; District, 25.6%; 25.8% State. Grades 3-6 Reading Novice: East, 26.3%; District, 34%; State, 34.8%. Grades 3-6 Math—27.9% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 23.3% of 868 at the District level and 30.4% of 124,780 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Math Apprentice: East, 44.9%; District, 42.4%; 38.2% State. Grades 3-6 Math Novice: East, 27.1.3%; District, 23.3%; State, 31.4%. Science, Grade 4—88.6% Participation Rate--48.4% of our 31 fourth graders demonstrated performance in the Proficient/Distinguished Category, compared to 28.5% of 299 at the District level and 25.1% of 42,449 students in the Proficient/Distinguished Category at the State level. Grade 4, Science, Apprentice: East, 38.7%; District, 55.9%; State, 58%. Grade 4, Science, Novice: East, 12.9%; District, 15.7%; State, 17%. No data for 2021 Fifth Grade Social Studies available (Field Test Year.) On-Demand Writing, Grade 5—78.9% Participation Rate--56.7% of our 30 of our fifth graders demonstrated performance in the Proficient/Distinguished Category, compared to 41.5% of 263 at the District level and 39.85% of 42,565 students in the Proficient/Distinguished Category at the State level. Grade 5, On-Demand Writing, Apprentice: East, 36.7%; District, 42.2%; State, 44.6%. Grade 5, On-Demand Writing, Novice: East, 6.7%; District, 16.3%; State, 15.6%. Prior to COVID, Whitley East performed comparably in terms of achievement as we have for the past seven consecutive data cycles, and held ground in reading, and math, but climbed recently significantly in science, social studies, and on-demand writing. In 2018-19 our school was designated as "Five Star," one of 56 elementary, middle, and high schools to achieve such status out of 1,272 other public schools in Kentucky. According to schooldigger.com our school was ranked 21 of 700 schools in Kentucky. Whitley County East Elementary performed in a comparative manner or better, when compared to other schools in our category across the nation and



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state. On the latest (2019) data, we were noted to have "high" proficiency and growth in reading and math, and "very high" in the Separate Academic Indicator category. In addition to being ranked as one of fifty-six five star schools in the state, Whitley East achieved top ten status in terms of scores on the separate academic indicator (science, social studies, on demand writing) and had the top score in the region in the elementary category for separate academic indicator as recognized by the South East South Central Educational Cooperative. Achievements aside, there is still plenty to work on to help all our students grow and achieve. While there were no novice scores in social studies this year, all other categories did have some novice scores. Our plan is to continue to help grow our novice population in the subjects of reading, math, science, and on demand writing and maintaining the progress we have made. To that end, we will demonstrate efficacy in our instruction, and use a data-driven and informed approach to instructional delivery, differentiation, and enrichment. For the first time in 2020, our certified faculty took the Impact Kentucky Survey regarding perception of working conditions in our building. The following percentages were yielded as being favorable: Educating All Students, 92%, compared to 74% in Kentucky, 72% for District. Feedback and Coaching, 95%, compared to 56% Kentucky, 68% District. Managing Student Behavior, 90%, compared to 65% Kentucky, 77% District. Professional Learning, 93%, compared to 59% Kentucky, 62% Whitley County. Resources, 70%, compared to 46% Kentucky, 61% Whitley County. School Climate, 96%, compared to 62% Kentucky, 72% Whitley County. School Leadership, 93%, compared to 62% Kentucky and 70% Whitley County. Staff-Leadership Relationships, 96%, compared to 76% Kentucky, 79% Whitley County; Educating All Students, 92% compared to 74% Kentucky, 72% Whitley County. Whitley County East faculty are scheduled to take a new Impact Kentucky survey this fall.

#### Additional Information

**CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

#### 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 present time which help us differentiate and enrich our instructional practice. We are in the third year of a five-year continuation grant for the 21st Century S.P.A.C.E. grant, which provides our students with opportunities to develop



college and career skills for 120 days of before and after school programming as well as twenty additional days during the summer. Students participate in tutoring and clubs that reinforce S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Art, and Math) activities and field learning experiences. Clubs that meet and explore student interests throughout the year include robotics/coding, archery, technology, book clubs, gardening/landscaping, scrap booking, photography, life, math, dance, and cooking. Whitley County East Elementary is also a full Save the Children Grant site, and the goal of that program is to help improve literacy over time in our school by helping students reach third grade reading proficiency. The Save the Children Reading Interventionist and her team work with many of our most vulnerable students. Our school also has an on-site Save the Children birth to age five literacy coordinator, who does outreach to parents and collaborates with our preschool to ensure that our students enter kindergarten ready to learn. Our K-3 population benefits from Read to Achieve and Math Achievement Fund trained interventionists, who help build capacity among our faculty each year and provide another layer of intervention support. Each year, "plus" teachers are added and receive high quality training, one per year in reading and two per year in math. Parents/guardians have the opportunity for several parent-teacher conferences across the year. Our P.A.V.E. (Parents As Volunteer Educators) program further enriches learning in the classroom, although this program has been on a hiatus since the beginning of the COVID Pandemic. Learning is further enhanced and supported at Whitley County East Elementary through a Striving Readers Literacy grant. Even though our poverty rate has held steady at 86-88.5% for the past three years, we refuse to let the implications of poverty define our school or our students. Our onsite family resource center works alongside faculty and staff to help remove non cognitive barriers to our students' learning, including basic needs and attendance support. We are rich in determination and use technology resources to help level the playing field to support, enrich, and where necessary remediate and enhance mastery of the Kentucky Academic Standards. We understand that skill and standard mastery equates to student success and achievement. Our curriculum is aligned vertically and horizontally, and is rigorous, yet supportive. We use all available academic and behavioral data to make sure that our students are supported socially and emotionally as well as challenged. We pride ourselves as a faculty on understanding both the data and the child that 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 or Independent Mustang Reader status, math fact automaticity or understanding, honor roll, principal's list (all A marks), excellent attendance, and extracurricular achievements. The overall goal of our school is to

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give our students the opportunity to develop a good work ethic, a strong moral compass, old fashioned grit, and the best educational opportunities we can provide.

12/20/2021

Whitley County East Elementary School

## Attachment Summary

Attachment Name	Description	Associated Item(s)
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