2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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. 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 2020-21 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
• Closing the Achievement Gap Diagnostic 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.

Please enter your name and date below to certify.

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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. Mike R. Partin, Principal, Whitley County East Elementary School, 08/21/2020

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Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

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Protocol

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

Whitley County East Elementary School has several 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 in our PLC (Professional Learning Community) meetings and is documented by our PLC agendas/minutes, which are shared among PLC membership in a confidential Google Team Drive. The Team drive allows us to collaborate asynchronously or in real time, face to face, and virtually, which has become important in the Covid 19 Pandemic era, and will be so in the time beyond COVID 19. PLCs are comprised of building level faculty, the principal, a board level instructional coach, and periodically, our Deputy Superintendent and/or Superintendent. Formal PLCs that include the administrator meet approximately one to two times per month, 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 requests 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 each December, 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 assessment, MAP (Measures of Academic Progress) in math and reading for grades K-6, and language for grades 2-6. 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. Our faculty considers not only achievement, but we look for

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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 recommendations to support continued student academic growth. Other data reviewed by our PLCs are 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 2019, due to the COVID-19 Pandemic, no assessments were administered. 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. Our faculty considers not only achievement, but we look for students who are not meeting proficiency to better intervene and reduce novice performance. 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

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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-four prides itself in knowing the scores for our students on formative and summative assessments, as well as the students and stories behind each score.

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Current State

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

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-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 2018/19 and 2017/18 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. We have considered all available academic and non-academic data as well as projected data. 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 norms and expectations. Based upon review of available summative assessments across the past two years, as well as analysis of skills, while there were slight categorical shifts among the categories, this can be potentially explained by changes in the size and dynamics within the populations and, possibly sub-populations over this time frame. Whitley County East Elementary appears to be holding ground and making some gains in terms of academic achievement and student performance, as well as non-academic indicators. However, despite delivering quality Non-Traditional Instructional Experiences, the full impact of the COVID 19 Pandemic and the dreaded potential "COVID Academic Slide" are difficult to both predict and fathom in the coming years. When comparing

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the 2019 K PREP assessment results to the 2018 K PREP results, our students were noted to be "on track" across grades 3-6 in reading and math performance. Based upon the 2019 accountability index, our school was rated 5 out of 5 stars. The following data was revealed: 2019 Proficiency Indicator: 89.6. 2018 Proficiency Indicator: 92.3. 2019 Separate Academic Indicator: 95.6. 2018 Separate Academic Indicator: 83.7. 2019 Growth Indicator: 18.3. 2018 Growth Indicator: 60.3. Reading, Grades 3-6, KPREP Distinguished Category, 2019: 27.1. 2018: 34.5, a decrease of 7.4. Proficient Category, 2019: 48.1. 2018: 39.5, an increase of 8.6. Apprentice Category, 2019: 14.7. 2018: 17.6, a decrease of 2.9. Novice Category, 2019: 10.1. 2018: 8.4. an increase of 1.7. Math, Grades 3-6, KPREP Distinguished Category, 2019: 31. 2018: 34.5, a decrease of 3.5Proficient Category, 2019: 37.2. 2018: 35.3, an increase of 1.9. Apprentice Category, 2019: 27.9. 2018: 29.4, a decrease of 1.5. Novice Category, 2019: 3.9. 2018: 0.8, an increase of 3.1. Science, Grade 4, KPREP Distinguished Category, 2019: 34. 2018: 12.5, an increase of 21.5.Proficient Category: 2019: 31.3. 2018: 37.5., a decrease of 6.2. Apprentice Category, 2019: 31.3. 2018: 45.8, a decrease of 14.5. Novice Category, 2019: 3.1. 2018: 4.2, a decrease of 1.1.Social Studies, Grade 5, KPREP Distinguished Category, 2019: 48. 2018: 32.4, an increase of 15.6.Proficient Category, 2019: 52. 2018: 52.9, a decrease of 0.9.Apprentice Category, 2019: 0. 2018: 14.7, a decrease 14.7.Novice Category, 2019: 0. 2018: 0. No change. Writing, Grade 5, KPREP Distinguished Category, 2019: 4. 2018: 8.8, a decrease of 4.8.Proficient Category, 2019: 72. 2018: 44.1, an increase of 27.9.Apprentice Category, 2019: 16. 2018: 38.2, a decrease of 22.2.Novice Category, 2019: 8. 2018: 8.8, a decrease of 0.8.For our K-2 Primary program, 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. Across both years, the aggregate score for all groups was above the fiftieth percentile. Significantly, our primary program is maintaining strong performance on all sub domain areas, based upon average percent correct in all sub-domains for reading/ ELA and math over the past two years. Grade 2, IOWA English Language Arts, 2019: grade performance comparative to the national percentile rank of 72.English Language Arts, 2018: grade performance comparative to the national percentile rank of 75, a decline of 3.Math Total, 2019: grade performance comparative to the national percentile rank of 86.Math Total, 2018: grade performance comparative to the national percentile rank of 88, a decline of 2.Social Studies Total, 2019: grade performance comparative to the national percentile rank of 74.Social Studies Total, 2018: grade performance comparative to the national percentile rank of 92, a decline of 18.Science Total, 2019: grade performance comparative to the national percentile rank of 84.Science Total, 2018: grade performance comparative to the national percentile rank of 90, a decline of 6.Grade 1, IOWA English Language Arts, 2019: grade performance comparative to the national percentile rank of 78.English Language Arts, 2018: grade performance comparative to the national percentile

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rank of 73, a gain of 5.Math Total, 2019: grade performance comparative to the national percentile rank of 87.Math Total, 2018: grade performance comparative to the national percentile rank of 84, a gain of 3.Social Studies Total, 2019: grade performance comparative to the national percentile rank of 97.Social Studies Total, 2018: grade performance comparative to the national percentile rank of 95, a gain of 2.Science Total, 2019: grade performance comparative to the national percentile rank of 96.Science Total, 2018: grade performance comparative to the national percentile rank of 96, no change. Kindergarten, IOWA English Language Arts, 2019: grade performance comparative to the national percentile rank of 98 English Language Arts, 2018: grade performance comparative to the national percentile rank of 99, a decline of 1. Math Total, 2019: grade performance comparative to the national percentile rank of 91. Math Total, 2018: grade performance comparative to the national percentile rank of 88, a gain of 3. Projected K PREP forecast, based on the trends of our last five years yielded the following: math percentages in the proficient and distinguished categories are projected as follows: 2020, range of 69.3%-87.8%, with a forecast of 78.6. 2021, range of 56.6-75.3, with a forecast of 65.9. 2022: range of 74.5-93.3, with a forecast of 83.9. The following projections are made for reading, based upon performance across the last five years: 2020, range from 74.5-90., with a forecasted rate of 82.4; 2021, range of 67.1-82.9, with a forecast of 75.0; 2022, range of 78.4-94.3, with a forecast of 86.4. 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 supportive of our students and families. Non-Academic Indicator Trends: Culturally, the implications of poverty is a permeating reality we see in our students on a daily basis with approximately 87-88% of Whitley County East Elementary School's student population qualifying for free or reduced meals and classified as "economically disadvantaged," a statistic that has held for the past three consecutive years (2019/2018.) In 2020, the total was 87.5%. However, we refuse to permit that circumstance to define either our school or our children, and not the quality of their educational experiences. We are very aware that this is our most significant gap group in terms of numbers; 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,

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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 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. Average daily attendance for the year 2019/2020 was 92.14%, and in 2018/19 was 94.18%, while 2017-2018, the average daily attendance was 93.55%. Although there was a decline in average daily attendance percentage of 2.04%, last year saw many students with illness and flu like symptoms, particularly in the months of January-March. Our district went on Non-Traditional Instruction from March 16-May 8. The three-year average of 2017-2020 average daily attendance is 93.29%.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 2020 Impact Kentucky Survey 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.

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Priorities/Concerns

. Clearly and concisely identify 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 our 2018-19 (the last full year for which we have data,) and consideration of data projections based upon our five year trends, including 2019-2020, Whitley County East Elementary School has identified concerns and priorities for the 2020-2021 school year. Disaggregation and analysis of 2019 summative data and the 2020-2022 projected data revealed that Whitley County East Elementary School has identified the following relative weaknesses that we would like to focus our efforts and resources on improving: namely Novice categorical reduction in reading and math for all students, Novice categorical reduction in reading and math for our economically disadvantaged student, and improving our growth rate for our female population in reading and math. By focusing on novice reduction and growth rate across the board, we can move all our students toward the direction of proficiency and beyond. Presently, in 2019, for the subject of reading we have 14.5% of our population scoring in the novice range, up from 9.1% for the year prior in 2018. Our rate of proficient and distinguished learners was 75.2% in 2019. Based upon our five-year trends, the following projections are made: 2020, range from 74.5-90., with a forecasted rate of 82.4; 2021, range of 67.1-82.9, with a forecast of 75.0; 2022, range of 78.4-94.3, with a forecast of 86.4. In 2019 math, 3.9% of our population scored in the novice range, up from 0.8% from the 2018. Our math proficient and distinguished for 2019 was 68.2% and 69.7% in 2018. Based upon our five year trends, forecasted performance for math percentages in the proficient and distinguished categories are as follows: 2020, range of 69.3%-87.8%, with a forecast of 78.6. 2021, range of 56.6-75.3, with a forecast of 65.9. 2022: range of 74.5-93.3, with a forecast of 83.9 Our largest gap group when considering student population is our economically disadvantaged population, which is 87.5% of our population of 257 students. On the spring, 2019 K PREP assessment, the following scores were reported in reading for our economically disadvantaged learners: 25.5% distinguished, 47.3% proficient (72.8% total.) This left 15.5% students at the apprentice level, and 11.8% at novice. Whereas, our apprentice population in reading decreased from the 2017/18 year from 19.6% to 15.5%, our novice reading learners increased slightly, from 9.8% to

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11.8%. Regarding mathematics performance for our economically disadvantaged students, 30% of our learners scored in the distinguished range, and 34.5% scored in the proficient range (64.5% total.) This left 30.9% of this population scoring in the apprentice range, and 4.5% scoring at novice. By contrast, none of our non-economically disadvantaged students scored in the novice range in mathematics or reading during this cycle. Projected proficient and distinguished trends among our Economically Disadvantaged population for math are: 2020: range from 64.3-86.8, with a forecast of 75.6; 2021: range of 50.4-73.6, with a forecast of 62; 2022: range of 67.6-91.6, with a forecast of 79.6. Projected proficient and distinguished trends among our Economically Disadvantaged population for reading are: 2020, range form 70-87.4, with a forecast of 78.7; 2021, range of 60.9-78.4, with a forecast of 69.6; and 2022, with a range of 72.7-90.3, with a forecast of 81.5. We believe that by focusing on these priorities revealed by our data, our school can take the next steps in closing achievement gaps for all our learners and helping more of our learners reach proficiency or beyond However, with regard to forecasting, due the size of our population and the limitations imposed by the length and duration of COVID 19 Pandemic quarantine and its implications with Non-Traditional Instruction, we realize that there are many variables that will make the coming years difficult to predict with certainty. We will, however, support our students in whichever learning model they pursue: in seat, virtual, pencil paper, or hybrid. By all projections, the year 2021 will see the most significant and dramatic results of the so termed "COVID Slide." Therefore, identifying pathways to key standards by grade level will be imperative, along with removing barriers to student learning.

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Trends

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

The following trends are identified by Whitley County East Elementary School as being positive to student growth and achievement, as revealed by a comparison of the academic years 2019 to 2018, and a projection of K PREP for the years 2020-2022 based on our previous five years proficient/distinguished scores in math and reading for our 3-6 population. Specifically, for our academic analysis, we looked at the K PREP assessment for our 3-6 population and the IOWA assessment for our K-2 population. Non-Academic data considered included attendance, economically disadvantaged status for our students and families, disability status, student behavior, faculty/staff, parent surveys, and 2020 Impact Kentucky results. We are holding relatively steady in terms of delivery of the curriculum; a trend we hope will continue during and after the COVID 19 Pandemic. 1. Reading and Math Trends: Based upon review of available summative assessments across the past two years, as well as analysis of skills, while there were slight categorical shifts among the classifications, this can be potentially explained by changes in the size and dynamics within the populations and, possibly sub-populations over this time frame. Furthermore, these data patterns are consistent with data going back five data cycles for both our K-2 population on the IOWA assessment and our 3-6 population on the K PREP assessment. IOWA scores from 2015-2019 indicated aggregate performance at or above the fiftieth percentile in reading and math. In looking at our data forecast based upon these five data cycles from 2015-2019, projected K PREP forecast scores yielded the following: math percentages in the proficient and distinguished categories are projected as follows: 2020, range of 69.3%-87.8%, with a forecast of 78.6. 2021, range of 56.6-75.3, with a forecast of 65.9. 2022: range of 74.5-93.3, with a forecast of 83.9. The following projections are made for reading, based upon performance across the last five years: 2020, range from 74.5-90., with a forecasted rate of 82.4; 2021, range of 67.1-82.9, with a forecast of 75.0; 2022, range of 78.4-94.3, with a forecast of 86.4. 2. Trends in Separate Academic Indicators: We were showing significant improvements in instructional delivery and student achievement in the so called "separate academic indicators" of fourth grade science and fifth grade social studies and on-demand writing. However, projected data is less than ideal. Our school climbed 11.9 points across the 2018 to the 2019 academic year. Specifically, in the 2019 and 18 years, there were no novice categorical scores in social studies, and in 2019 all students rated at proficient or higher in social studies. On-demand writing scores increased by 43.3 points. There was an increase in distinguished science scores from 2019 to

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2018 by 21.5 points. However, in the proficiency/distinguished forecast data for writing in 2020 was a range from 39.8-90.7, with a forecast of 65.2; in 2021 the range was 37.4-88.7, with a forecast of 63, and in 2022 from 35-86.7, with a forecast of 60.9. No data was given for science; however, in social studies no forecast was given, but ranges as follows: for 2020 from 57.7-100, 56.4-100, and 55.1-100. 3. Economically Disadvantaged Trends: Our largest gap group when considering student population is our economically disadvantaged population, which is 87.5% of our population of 257 students during the year ending 2019-2020. On the spring, 2019 K PREP assessment, the following scores were reported in reading for our economically disadvantaged learners: 25.5% distinguished, 47.3% proficient (72.8% total.) This left 15.5% students at the apprentice level, and 11.8% at novice. Whereas, our apprentice population in reading decreased from the 2017/18 year from 19.6% to 15.5%, our novice reading learners increased slightly, from 9.8% to 11.8%. Regarding mathematics performance for our economically disadvantaged students, 30% of our learners scored in the distinguished range, and 34.5% scored in the proficient range (64.5% total.) This left 30.9% of this population scoring in the apprentice range, and 4.5% scoring at novice. By contrast, none of our non-economically disadvantaged students scored in the novice range in mathematics or reading during the 2018-19 data cycle. Projected proficient and distinguished trends among our Economically Disadvantaged population for math are: 2020: range from 64.3-86.8, with a forecast of 75.6; 2021: range of 50.4-73.6, with a forecast of 62; 2022: range of 67.6-91.6, with a forecast of 79.6. Projected proficient and distinguished trends among our Economically Disadvantaged population for reading are: 2020, range form 70-87.4, with a forecast of 78.7; 2021, range of 60.9-78.4, with a forecast of 69.6; and 2022, with a range of 72.7-90.3, with a forecast of 81.5. 4. Disabilities Population Trends: Our disabled populations are performing in a comparative manner on the assessments as their non-disabled peers. Specifically, in spring, 2019, on the K PREP assessment, there was a novice rate of 8.6% of our reading scores for students with disabilities, compared to 10.6% for students without disabilities. Math novice performance was also comparative for this assessment cycle, with 2.9% of our disabled population scoring a novice in math, while 4.3% of our non-disabled population scored in the novice range. By contrast, novice rates for students with and without disabilities was less that the 2019 year. For the forecasted K PREP math data for our disabilities population, in 2020, our proficient and distinguished forecast was 89.3, with a range from 54.8-100; in 2021, the forecast is 91.9, with a range from 56.4-100; for 2022, the forecast is 94.5, with a range of 67.9-100. For the forecasted K PREP reading data for our disabilities population, the forecast in 2020 is 93.6, with a range of 79-100; in 2021, the forecast was 94.7, with a range of 78.3-100; and in 2022, the forecast was 95.8, with a range of 77.8-100. 4. Non-Academic Indicator Trends: Average daily attendance rates for the past three years are an average of 92.14% in 2020, 94.18%

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in 2019, and 93.55% in 2018, with an average across the years of 93.29%. Average daily attendance declined in 2019-2020 due to a high volume of documented flu and respiratory illness cases. Our poverty rate has been consistent for the past three years; 87-88%, with the 2019-2020 rate being 87.5% of our 257 students, or 225/257 students who live at or below the poverty level in our school. Likewise, discipline referrals were slightly higher in 2019-2020, with 197 students receiving referrals for infractions, compared to 162 in 2018-2019. In the inaugural 2020 Impact Kentucky survey, certified staff rated their perception of working conditions in our building. The following percentages were yielded: 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.

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Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)
[KCWP 2: Design and Deliver Instruction](#)
[KCWP 3: Design and Deliver Assessment Literacy](#)
[KCWP 4: Review, Analyze and Apply Data](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establishing Learning Culture and Environment](#)

A key area to support Whitley County East Elementary School in our efforts at novice reduction will be by designing, aligning, and delivering social-emotional support to our teachers, staff, students, and families. 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 learning overall learning culture of providing support to our students in our four cultural areas of focus: grit, moral compass, work ethic, and education. Our school attendance declined 2.04% in 2019-2020, with an average daily attendance rate of 92.14% in the wake of the COVID 19 Pandemic. Along with the rest of the state, we spent the last part of the academic year on a Non-Traditional Instructional model, about eight weeks. By contrast, for the year ending 2018/19, we had a 94.18% average daily attendance across the year, compared to 93.55% in 2017-18. By making gains, we can help more of our students develop good work habits that support college and career ready habits as well as opportunities to be present for key instruction and review. We will maintain a standing attendance committee, including our principal, attendance clerk, and our family resource coordinator to offer support where needed and work closely with students and families who are on home-hospital instruction to provide resources to help them be successful. As the COVID 19 Pandemic continues, we will also take steps to provide more of our students with devices so that they can stay connected to classrooms via Zoom and Google classrooms. However, based upon a survey in spring, 2020, roughly 1/3 of the students in our school have either poor connectivity or no internet. In terms of student behavior, we had one hundred ninety-seven disciplinary events in 2019 2020, with infractions ranging from minor to serious. That compares to one hundred sixty-two disciplinary infractions across the 2018/19 school year. We plan

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to address this matter by offering more support for social-emotional learning and strengthening relationships with our students and families. 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 Whitley County Sheriff's Department to arrange guest speakers and age appropriate intervention programs, such as D.A.R.E. (Drug Abuse Resistance Education.) 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. As we move into in seat and hybrid instructional models as the impact of the COVID 19 Pandemic lessens, all students will be benchmark assessed by teachers three times per year using the Review 360 Behavior Rating System 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, along with our Save the Children in house partnerships 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 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.

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Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

Whitley County East Elementary School will focus our efforts and resources to leverage our strengths and address potential concerns based upon our 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 perforomances. Specifically, we want to continue to reduce novice levels school-wide in reading and math from the most recent (2019 data due to COVID 19 Pandemic) of 10.1% novice rate in reading and 3.9% rate in math. We want to continue to maintain and grow our 89.6 Proficiency Indicator of combined math and reading achievement, our 95.6 Separate Academic Indicator Score in Science, On-Demand Writing and Social Studies, and our 60.3 Growth Indicator Score for reading and math. For the 2019 assessment cycle, our elementary school was rated 5 of 5 stars, one of 37 out of 725 other elementary schools to attain this status. Our proficiency indicator was characterized as "high," our separate academic indicator was characterized as "very high," and our growth rate was characterized as "high." We had no federal classification for ATSI or SCI. By systematically reviewing student data, and supporting rigor in key standards, we hope to raise more of our students into the proficient category or beyond. By systematically focusing on students scoring in the novice range or at-risk categories, we hope to improve student achievement and student learning across the school. 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 will continue to be informed by student data, with focus on standards mastery for our students to the appropriate depth of knowledge. Specifically, we plan to continue to cultivate our strong learning culture and 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/poverty/ free and reduced meals eligible populations. 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

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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, Spelling/Vocabulary City, Zaner-Blouser Handwriting, and Scholastic Magazines, and 180 Days of Writing. 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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

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

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- o No
- o N/A
COMMENTS

Title I Schoolwide Programs

2. 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**
- o No
- o N/A
COMMENTS

3. 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**
- o No
- o N/A
COMMENTS

4. 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**
- o No
- o N/A
COMMENTS

5. 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**
- o No

o N/A
COMMENTS

6. 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**
o No
o N/A
COMMENTS

7. 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 Code of Federal Regulations (CFR) 200.26.

● **Yes**
o No
o N/A
COMMENTS

8. 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**
- o No
- o N/A

COMMENTS

9. 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**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

10. 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.

o Yes
o No
● **N/A**
COMMENTS

11. 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.

o Yes
o No
● **N/A**
COMMENTS

12. 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.

o Yes
o No
● **N/A**
COMMENTS

13. 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.

o Yes

o No
● **N/A**
COMMENTS

14. 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.

o Yes
o No
● **N/A**
COMMENTS

15. 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.

o Yes
o No
● **N/A**
COMMENTS

16. 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.

o Yes
o No
● **N/A**
COMMENTS

17. 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

18. 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).

o Yes
o No
● **N/A**
COMMENTS

19. 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.

o Yes
o No
● **N/A**
COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

   • **Yes**
   o No
   o N/A
   COMMENTS

21. 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**
   o No
   o N/A
   COMMENTS

22. 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**
   o No
   o N/A
   COMMENTS

23. 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**
- o No
- o N/A

COMMENTS

24. 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**
- o No
- o N/A

COMMENTS

25. 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**
- o No
- o N/A

COMMENTS

26. 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 undersection 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**
o No
o N/A
COMMENTS

27. 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**
o No
o N/A
COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

● **Yes**
o No
o N/A
COMMENTS

29. 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**
o No
o N/A
COMMENTS

30. 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**
o No
o N/A
COMMENTS

31. 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**
o No
o N/A
COMMENTS

32. 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**
o No
o N/A
COMMENTS

33. 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**
- o No
- o N/A

COMMENTS

34. 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**
- o No
- o N/A

COMMENTS

35. 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**
- o No
- o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

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

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, 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) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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. Was the school's emergency plan reviewed following the end of the <u>prior</u> 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 district in the comment box. If the answer is "no", please explain in the comment box.

Yes. 6-9-2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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, 8-11-2020

7. During the first 30 instructional days of the <u>current</u> 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

8. During the month of January during the <u>prior</u> 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

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Schools

Whitley County East Elementary School
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2020-21 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

1. What is the school's mission?

Our school's mission is to provide and cultivate an 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 poverty rate among our student population is presently 87.5%, a statistic that has held steady across the past eight

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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.

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 2020-21 school year, the top two priorities for professional development that support continuous improvement are: 1.) Identifying pathways to key standards by grade level and 2.) Removing barriers to student learning. Our Site-Based Decision Making Council derived these two priority goals by analyzing our available student data achievement and survey data from our teachers, staff, and other stakeholders 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 2019-2020 school year, as well as a review of 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 87.5% of our student population, a data point that has remained consistent across the past three data cycles. In order to do this, our faculty will identify key standards by grade level and remove barriers to student learning to better support student achievement across

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all grades and core subject areas. Results of formative and summative assessments, surveys, and other key data such as service numbers will be broken down and analyzed in professional learning communities and thereby inform and drive further professional development planning.

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 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 categorical performance in core academic subjects on summative assessments.

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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 achievement, and in order to do achieve this goal our faculty will use a data driven approach by identifying pathways to key standards and delivery, with the goal of reducing novice categorical 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 key standards. 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, including analysis by faculty of the following on line professional resources: http://www.corestandards.org/ as well as https://kystandards.org/home/ky-acad-standards/ and www.achievethecore.org. PLCs will work together, both in person and remotely via zoom to identify key power 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 grant funds as available. We will also use our South East South-Central Educational Cooperative to support our professional development needs 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.

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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. This 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 new teacher academy, as scheduled by instructional coaches via zoom. 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. The faculty will review their individual plans and reflect upon them at the end of each year in individual conferences with the principal, either face to face or electronically to assist in planning for the following year.

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. The purpose of this analysis will be to support students who are on the "watch list" as not meeting grade level benchmark criteria.

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 removing barriers to

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student learning include: 1.) Teachers and staff will receive training as necessary to identify student barriers to learning. 2.) Identifying students who are performing below grade level benchmarks 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 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.)

The intended results of this component of the professional development plan will be deliberate, intentional support of student barriers to learning which should in turn lead to reduction of novice categorical performances and thus lead to a foundation 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 87.5% poverty rate factored into this process, the majority of our students are at risk due to their circumstances and backgrounds. By deliberately and intentionally identifying and supporting our students and their needs, they 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.

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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 tele-medicine 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, 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, family resource director, and paraprofessionals who work with selected populations in our building. In addition, we hope to work with our families and collateral partners to directly to build capacity to reduce barriers to our students' educational achievement.

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

The impacted audience for the professional development will be teachers, the principal and administrators, students, and paraprofessionals who work with the selected populations in our building. We will also work with and leverage our partnerships with 21st Century, Save the Children, Cumberland River Behavioral Health, Family Health Care, Bell-Whitley Community Action Agency, our families, and others.

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

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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. The faculty will review their individual plans and reflect upon them at the end of each year in individual conferences with the principal, either face to face or electronically to assist in planning for the following year.

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, 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

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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 agenda and minutes 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

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

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2020-21 Phase Three: Comprehensive School Improvement Plan

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.

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 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, Baldridge, etc.*).

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

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

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

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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.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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.

. 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.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Whitley County East Elementary School used trend data to write our goals, measured against the needs revealed by formative data during the COVID 19 Pandemic era.

ATTACHMENTS

Attachment Name

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: Comprehensive School Improvement Plan - Generated on 01/05/2021

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Attachment Summary

Attachment Name	Description	Associated Item(s)
KDE Comprehensive Improvement Plan for School, Whitley County East Elementary Goals, 2020 2021	KDE Comprehensive Improvement Plan for School, Whitley County East Elementary Goals, Strategies, and Activities, 2020 2021 document.	•

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.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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 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, Baldridge, etc.*).

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

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

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.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

- 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

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).				

Proficiency Goals

Goal 1, Reading (State your proficiency goal.): Based on our five-year trend data, Whitley County East Elementary School will increase the percentage of proficient/distinguished students in reading from projected 74.5% in 2020 to projected 78.4% in 2023.							
Objective			**Strategy**	**Activities**	**Measure of Success**		
Objective 1: Increase the projected percentage of students scoring Proficient or Distinguished in reading from projected 74.5% in 2020 to projected 75.8% in 2021.	1A Review, analyze, and apply data as related to students in reading/ELA..	a.	Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2020-09/30/2021	No funds required, $0.
		b.	Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2020-09/30/2021	No funds required, $0.
	1B Design, align, and deliver support for quality instruction in reading/ELA.	a.	Align student lessons and supports in reading/ELA. to high-quality interventions and supports to ensure academic rigor, efficacy, and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2020-09/30/2021	Instructional funds, $4,000.00
		b.	Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2020-09/30/2021	Professional development funds, $1,500.00
		c.	Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in all key subjects: math, ELA, art, music, PE, health, social studies, science, and technology.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2020-09/30/2021	General Funds, $1,500.00
		d.	Targeted instruction in person and via zoom in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/01/2020-09/30/2021	General Funds, $500.00

Objective 2: Increase the projected percentage of students scoring Proficien//Distinguished in reading from 75.8% in 2021 to projected 77.1% in 2022.	1A Review, analyze, and apply data as related to students reading/ELA.	a. Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2021-09/30/2022	No funds required, $0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2021-09/30/2022	No funds required, $0.
	1B Design, align, and deliver support for quality instruction in reading/ELA.	a. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor, efficacy, and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2021-09/30/2022	Instructional funds, $4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2021-09/30/2022	Professional development funds, $1,500.00
		c. Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in all subjects: math, ELA, art, music, PE, health, social studies, science, and technology.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2021-09/30/2022	General Funds, $1,500.00
		d. Targeted instruction in person and via zoom in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/01/2021-09/30/2022	General Funds, $500.00
Objective 3: Increase the projected percentage of students scoring Proficient/Distinguished in reading from projected 77.1% in 2022 to projected 78.4% in 2023.	1A Review, analyze, and apply data as related to students in reading/ELA.	a. Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/03/2022-09/29/2023	No funds required, $0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/03/2022-09/29/2023	No funds required, $0.
	1B Design, align, and deliver support for quality instruction in reading/ELA.	a. Align student lessons and supports in reading/ELA high-quality interventions and supports to ensure academic rigor, efficacy, and scaffolded support.	Exit Criteria, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, LDC.	Principal, teacher leaders, instructional coaches, teachers.	10/03/2022-09/29/2023	Instructional funds, $4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/03/2022-09/29/2023	Professional development funds, $1,500.00

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l, 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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		c. Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in all subjects: math, ELA, art, music, PE, health, social studies, science, and technology.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/03/2022-09/29/2023	General Funds, $1,500.00
		d. Targeted instruction in person and via zoom in manuscript and cursive (grades 2 and above) handwriting.	Zaner-Bloser Curriculum, Lesson Plans.	Principal, teachers.	10/03/2022-09/29/2023	General Funds, $500.00

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l , 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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Goal 2, Math (State your proficiency goal.): Based on our five-year trend data, Whitley County East Elementary School will increase the percentage of proficient/distinguished students in math from projected 69.3% in 2020 to 74.5% in 2023.						
Objective		**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the percentage of students scoring Proficient or Distinguished in math from projected 69.3% in 2020 to projected 71% in 2021.	1A Review, analyze, and apply data as related to students in math.		a. Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2020-09/30/2021	No funds required, $0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2020-09/30/2021	No funds required, $0.
	1B Design, align, and deliver support for quality instruction in 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, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2020-09/30/2021	Instructional funds, $4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2020-09/30/2021	Professional development funds, $1,500.00
		e. Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2020-09/30/2021	General Funds, $1,500.00
		f. Targeted instruction in person and via zoom in short answer/extended response math questions.	Curriculum, Lesson Plans.	Principal, teachers.	10/01/2020-09/30/2021	General Funds, $500.00

Objective 2:	1A Review, analyze, and apply data as related to students math.			a.	Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/01/2021-09/30/2022	No funds required, $0.
				b.	Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/01/2021-09/30/2022	No funds required, $0.
Increase the percentage of students scoring Proficient/Distinguished in math from projected 71% in 2021 to projected 72.7.% in 2022.	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, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/01/2021-09/30/2022	Instructional funds, $4,000.00
				d.	Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/01/2021-09/30/2022	Professional development funds, $1,500.00
				e.	Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/01/2021-09/30/2022	General Funds, $1,500.00
				f.	Targeted instruction in person and via zoom short answer/extended response math questions.	Curriculum, Lesson Plans.	Principal, teachers.	10/01/2021-09/30/2022	General Funds, $500.00
Objective 3:	1A Review, analyze, and apply data as related to students math.		a.		Analyze and disaggregate data from Brigance Screeners, MAP Benchmarks, IOWA Assessments, K-PREP Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	Principal, Teachers, Instructional Coaches.	10/03/2022-09/29/2023	No funds required, $0.
Increase the combined reading and math percentage of Proficient/Distinguished from projected 72.7% in 2022 to 74.5% 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.	Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP.	10/03/2022-09/29/2023	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, Curriculum Map/Scope and Sequence, Lesson Plans, MAP, Spelling/Vocabulary City, IXL Learning, Study Island Reports, MDC.	Principal, teacher leaders, instructional coaches, teachers.	10/03/2022-09/29/2023	Instructional funds, $4,000.00
			d.		Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, on line, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	10/03/2022-09/29/2023	Professional development funds, $1,500.00

		e. Targeted instruction in person and via zoom in tier 2 and 3 vocabulary student development in math.	Wordly Wise Curriculum. Lesson Plans.	Principal, teachers.	10/03/2022-09/29/2023	General Funds, $1,500.00
		f. Targeted instruction in person and via zoom short answer/extended response math questions.	Curriculum, Lesson Plans.	Principal, teachers.	10/03/2022-09/29/2023	General Funds, $500.00

Separate Academic Indicator Goals

Goal 3, Science (*State your separate academic indicator goal):* Based on five-year trends and formative data, Whitley County East Elementary School will increase the percentage of proficient/distinguished students in science from projected 65.6% in 2020 to 67.5% in 2023.	

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
g. KCWP 1: Design and Deploy Standards h. KCWP 2: Design and Deliver Instruction i. KCWP 3: Design and Deliver Assessment Literacy j. KCWP 4: Review, Analyze and Apply Data k. KCWP 5: Design, Align and Deliver Support l. KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring 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 (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, $0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, $0
		c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	$500.00, general
Objective 2: 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 select and apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	No funding, $0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and	Lesson Plans, Teacher-written student feedback, PLC	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	No funding, $0

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l , 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
		phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	agendas and minutes across the instructional year.			
	▮▮▮▮▮▮	c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	$500.00, general
Objective 3: 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 select and apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts. — short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01//2021-09/30/2022	No funding, $0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01//2021-09/30/2022	No funding, $0
	▮▮▮▮▮▮	c. Students will scrimmage with grade appropriate content material in science and social studies through a mixture of teacher designed and off the shelf (Coach, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01//2021-09/30/2022	$500.00, general

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Goal 4, Social Studies (*State your separate academic indicator 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 57.7% in 2020 to projected 60.7% in 2023.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
m. KCWP 1: Design and Deploy Standards n. KCWP 2: Design and Deliver Instruction o. KCWP 3: Design and Deliver Assessment Literacy p. KCWP 4: Review, Analyze and Apply Data q. KCWP 5: Design, Align and Deliver Support r. KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Maintain the percentage of proficient/distinguished students in social studies from projected 57.7% in 2020 to projected 58.7% 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 (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, $0
		b. Students will scrimmage with grade appropriate content material in social studies 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.	10/01/2020-09/30/2021	$500.00, general
Objective 2: Maintain the percentage of proficient/distinguished students in social studies from 58.7% in 2020 to 59.7% in 2021.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	No funding, $0
		b. Students will scrimmage with grade appropriate content material social studies	Lesson Plans, Teacher-written student feedback, PLC	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	$500.00, general

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
	███████████████		through a mixture of teacher designed and off the shelf (Coach, IXL) content in social studies.	agendas and minutes across the instructional year.			
Objective 3: . Maintain the percentage of proficient/distinguished students in social studies from projected 59.7% in 2022 to projected 60.7% in 2023.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts. —short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/03/2022-09/29/2023	No funding, $0
	███████████████	b. Students will scrimmage with grade appropriate content material in social studies 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.	10/03/2022-09/29/2023	$500.00, general

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Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
c. KCWP 1: Design and Deploy Standards d. KCWP 2: Design and Deliver Instruction e. KCWP 3: Design and Deliver Assessment Literacy f. KCWP 4: Review, Analyze and Apply Data g. KCWP 5: Design, Align and Deliver Support h. KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring at the proficient/distinguished level for On-Demand Writing from projected 65.2% in 2020 to 66.2% in 2020.	1A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand virtually.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, $0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence,	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	No funding, $0

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l , 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
		Response, TCT Through Course Tasks.				
████████████████		c. Students will scrimmage with grade appropriate content material in on-demand writing using a mixture of teacher designed and off the shelf curricula (Coach, IXL.) in google drive.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2020-09/30/2021	$500.00, general
Objective 2: Increase the percentage of students scoring at the proficient/distinguished level for On-Demand Writing from projected 66.2 in 2021 to projected 67.2 in 2022.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method etc.) to different authentic prompts—short answer, extended response, on-demand virtually.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	No funding, $0
		b. Students will learn to apply specific reasoning strategies across age appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	No funding, $0
	███████████	c. Students will scrimmage with grade appropriate content material in on-demand writing using a mixture of teacher designed and off the shelf curricula (Coach, IXL.) in google drive.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/01/2021-09/30/2022	$500.00, general

Objective 3: Increase the percentage of students scoring at the proficient/distinguished level for On-Demand Writing from projected 67.2% in 2022 to projected 68.2% in 2023.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.		a. Students will learn to apply appropriate strategies across content areas by participating in classroom activities (S.P.A.T., 5 paragraph method, etc.) to different authentic prompts. —short answer, extended response, on-demand virtually.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/03/2022-09/29/2023	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 Task)	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/03/2022-09/29/2023	No funding, $0
			c. Students will scrimmage with grade appropriate content material in on-demand writing using a mixture of teacher designed and off the shelf curricula (Coach, IXL) in google drive.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	Principal, teacher leaders, teachers.	10/03/2022-09/29/2023	$500.00, general

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W h i t l e y   C o u n t y   E a s t   E l e m e n t a r y   S c h o o l ,   2 0 2 0 - 2 1   C o m p r e h e n s i v e   I m p r o v e m e n t   P l a n
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Achievement Gap Goals

Goal 5, Gap Reading (*State your Gap goal*): Based upon five-year trend data, Whitley County East Elementary School will increase the percentage of proficient/distinguished scoring students in our free and reduced meals eligible category for reading from projected 70% in 2020 to projected 72.7% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
d. KCWP 1: Design and Deploy Standards e. KCWP 2: Design and Deliver Instruction f. KCWP 3: Design and Deliver Assessment Literacy g. KCWP 4: Review, Analyze and Apply Data h. KCWP 5: Design, Align and Deliver Support i. KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the reading proficient/distinguished rate for our free/reduced meal eligible population from projected 70% in 2020 to 70.9% in 2021.	1A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA/reading activities through a mixture of individualized, small group, whole group of on line and pencil-paper activities that target specific standards, using a spiraling instructional approach in person and via Zoom.	Lesson Plans, Before & After School Tutoring Sessions, LDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2020-09/30/2021	$2,500, General

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
		b. Faculty meets in PLCs three times per year to use disaggregated reading and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2020-09/30/2021	$0, No funding.
Objective 2: Increase the reading proficient/distinguished rate for our free/reduced meal eligible population from projected 70.9% in 2021 to projected 71.8% in 2022.	2A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA/reading classroom activities through a mixture of individualized, small group, whole group on line and pencil-paper activities that target specific standards, using a spiraling instructional approach in person and via Zoom.	Lesson Plans, Before & After School Tutoring Sessions, LDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2021-09/30/2022	$2,500, General
		b. Faculty meets in PLCs three times per year to use disaggregated reading formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2021-30/2022	$0, No funding.
Objective 3: Increase the reading proficient/distinguished rate for our free/reduced meal eligible population from projected 71.8% in 2022 to projected 72.7% in 2023.	3A Design, Align, and Deliver Support rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA/reading classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using a spiraling instructional approach in person and via Zoom.	Lesson Plans, Before & After School Tutoring Sessions, LDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/03/2022-09/29/2023	$2,500, General
		b. Faculty meets in PLCs three times per year to use disaggregated ELA/reading formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/03/2022-09/29/2023	$0, No funding.

Goal 6, Gap Math (*State your Gap goal):* Based on five-year trends, Whitley County East Elementary School will increase the percentage of proficient/distinguished scoring students in our free and reduced meals eligible category for math from projected 64.3% in 2020 to projected 67.6% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
j. KCWP 1: Design and Deploy Standards k. KCWP 2: Design and Deliver Instruction l. KCWP 3: Design and Deliver Assessment Literacy m. KCWP 4: Review, Analyze and Apply Data n. KCWP 5: Design, Align and Deliver Support o. KCWP 6: Establishing Learning Culture and Environment	● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the math proficient/distinguished rate for our free/reduced meal eligible population from projected 64.3% in 2020 to projected 65.4% in 2021.	1A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group of on line and pencil-paper activities that target specific standards, using a spiraling instructional approach both in person and via Zoom..	Lesson Plans, Before & After School Tutoring Sessions, and MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2020-09/30/2021	$2,500, General

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
		b. Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/01/2020-09/30/2021	$0, No funding.
Objective 2: Increase the math proficient/distinguished rate for our free/reduced meal eligible population from projected 65.4% in 2021 to projected 66.5%i in 2022.	2A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group on line and pencil-paper activities that target specific standards, using a spiraling instructional approach both in person and via Zoom.	Lesson Plans, Before & After School Tutoring Sessions, and MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/01/2021-09/30/2022	$2,500, General
		b. Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers	10/01/2021-09/30/2022	$0, No funding.
Objective 3: Increase the math proficient/distinguished rate for our free/reduced meal eligible population from projected 66.5% in 2022 to projected 67.6% in 2023.	3A Design, Align, and Deliver Support, rigorous yet supportive classroom experiences and activities.	a. Faculty will design, align, and deliver support to students in ELA and math classroom activities through a mixture of individualized, small group, whole group and on line and pencil-paper activities that target specific standards, using a spiraling instructional approach both in person and via Zoom.	Lesson Plans, Before & After School Tutoring Sessions,MDC activities, IXL, Study Island, and Spelling/Vocabulary City Reports, STREAM activities.	Principal, Teacher Leaders, Teachers.	10/03/2022-09/29/2023	$2,500, General
		b. Faculty meets in PLCs three times per year to use disaggregated ELA and math formative assessment to inform standards driven instruction.	Student MAP Learning Continuum Reports, PLC agendas and minutes, watch lists.	Principal, Teacher Leaders, Instructional Coaches, Teachers.	10/03/2022-09/29/2023	$0, No funding.

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Growth

Goal 6 (*State your Growth goal):* Based on five year data trends, Whitley County East Elementary will increase the average combined reading and math from a growth indicator score of projected 60.3% in 2020 to projected 64.2% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
p. KCWP 1: Design and Deploy Standards q. KCWP 2: Design and Deliver Instruction r. KCWP 3: Design and Deliver Assessment Literacy s. KCWP 4: Review, Analyze and Apply Data t. KCWP 5: Design, Align and Deliver Support u. KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math from a growth indicator from projected 60.3% in 2020 to projected 61.6% in 2021.	1A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	a. Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply data from formative assessments in math and ELA to inform and drive instructional practice and delivery across the year.	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2020-09/30/2021	$0, No Funding.
	1B Design and Deliver Assessment Literacy to support student learning differences.	b. Faculty, teachers, and coaches will meet in instructional PLCs at least	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2020-09/30/2021	$3,500, General Fund.

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
		three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.				
Objective 2: Increase the average combined reading and math from a growth indicator from projected 61.6% in 2021 to projected 62.9% in 2022.	2A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	a. Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply data from formative assessments in math and ELA to inform and drive instructional practice and delivery across the year.	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2021-09/30/2022	$0, No Funding.
	2B Design and Deliver Assessment Literacy to support student learning differences.	b. Faculty, teachers, and coaches will meet in instructional PLCs at least three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/01/2021-09/30/2022	$3,500, General Fund.
Objective 3:	3A Review, Analyze, and Apply Data to inform and drive instructional practice and delivery.	a. Faculty, teachers, and coaches will meet in data PLCs three times per year to review, analyze, and apply	PLC agendas, minutes, MAP reports, Team Drive, Virtual Data Room.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/03/2022-09/29/2023	$0, No Funding.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Responsible Person(s)	Progress Monitoring Date & Notes	Funding
Increase the average combined reading and math from a growth indicator from projected 62.9% in 2022 to projected 64.2% in 2023.		data from formative assessments in math and ELA to inform and drive instructional practice and delivery across the year.				
	3B Design and Deliver Assessment Literacy to support student learning differences.	b. Faculty, teachers, and coaches will meet in instructional PLCs at least three times across the year to review K-6 student progress of math and ELA standards, using watch lists and referencing to supporting evidence based and best practice instruction: IXL, Study Island, Scrimmage Assessments, and Benchmark Assessments.	PLC Agendas and minutes, G Team Drive, Virtual Data Room and Resources, Watch Lists, IXL and Study Island reports.	Principal, Instructional Coaches, Teacher Leaders, Interventionists, Exceptional Needs Teachers	10/03/2022-09/29/2023	$3,500, General Fund.

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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

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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

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) Schools

TSI 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:

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Components Of Turnaround Leadership Development And Support:

Consider: 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?

Response:

n/a

Identification Of Critical Resources Inequities:

Consider: 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.

Response:

n/a

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l , 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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Targeted Subgroups and Evidence-Based Interventions:

Consider: 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.

Response:
n/a

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.	☒
n/a		☐
		☐
		☐
		☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: 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.
Response:
n/a

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.	☒
n/a		☐
		☐
		☐

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W h i t l e y   C o u n t y   E a s t   E l e m e n t a r y   S c h o o l ,   2 0 2 0 - 2 1   C o m p r e h e n s i v e   I m p r o v e m e n t   P l a n
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Evidence-based Activity	Evidence Citation	Uploaded in eProve
n/a	n/a	☐

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W h i t l e y C o u n t y E a s t E l e m e n t a r y S c h o o l , 2 0 2 0 - 2 1 C o m p r e h e n s i v e I m p r o v e m e n t P l a n
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Whitley County East Elementary School
Mike Partin
Siler, null, 40763

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. 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 Academy, 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 history provides a background and deep roots as we prepare our students for life in the 21st century. The area we serve is very rural, mountainous, geographically large, and economically poor; at present time approximately 87.5% 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 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 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. At this present time, there are twelve kindergarten through grade six homeroom teachers, two hundred fifty-eight students at Whitley County East Elementary School, one of which is designated as a virtual instructor for first grade at the district level. Additionally, we have an excellent in building preschool program, with two IECE educators who, along with two full time CDA assistants, serve another thirty-one students in the three and four-year-old age range. Thus, our student population for grades preschool- sixth is two hundred eighty-nine. As a 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 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

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computers and technology, career studies, and science 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-seven percent of our teachers have five or more years' worth of experience, and eighty-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, two special needs instructional assistants, one each itinerant speech/ language therapist, school health technician with telehealth visits available, 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 faculty and staff roster, all of whom are dedicated to serving our students. Finally, our staff and faculty work closely with other district level employees and leaders, as well as 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, Striving Readers, 21st Century S.P.A.C.E., and Save the Children.

. 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 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

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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 with state and national standards through the Kentucky Academic Standards and the Common Core. We employ a wide array of research proven and best practice instructional strategies and methods for each grade level and classroom. In addition to the core subjects of math, 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, 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 while holding a high academic standard. We want our students to fulfill her or his highest social and academic potential, so that they may better prepare for their respective roles as citizens. We offer the opportunity for our students to participate in a variety of extracurricular clubs, sports, and activities, including 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.

. 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.

Although there was no accountability information available for the 2019-20 school year due to the COVID 19 Pandemic, in the past several years, Whitley County East Elementary School has had several landmark accomplishments. As a school, we are in competition only with ourselves and in that to be better than we were. 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. 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,

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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 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, our certified faculty took the 2020 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.

. **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

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

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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 second 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. 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 86-87.5% for the past two 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, such as 1:1 Chrome Books, 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 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

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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 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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

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Whitley County East Elementary School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

Source of data for achievement gap groups: 2019 2020 School Report Card, Infinite Campus records from 2020, data analysis from 2015-2020, statistical data forecasts by KASC. No summative achievement data exists for spring 2020 due to the COVID 19 Pandemic Emergency. However, we do have some rich formative data to help drive our goals and close gaps. The largest achievement gap population at Whitley County East Elementary School for 2019 2020 was our Free and Reduced meal eligible group, which was comprised of 225 of our 257 K-6 population enrollment last year, which equates to 87.5% of our enrollment. According to information from our Household Income Form (HIF), 225 students met criteria for free or reduced cost meals. The remainder of our population, 32 students K-6 either did not qualify for free or reduced meals, or did not turn the (HIF) form in to the school. We are a school wide Title I eligible school. This economically disadvantaged group is so large, it encompasses virtually all other achievement gap groups that exist in our school at present. Additionally, there are 84 students identified as having disabilities in our population, 40 of whom have a communication or speech eligibility only and the remainder of whom have eligibility other than communication only. Of these 257 students 128 are male and 129 are female. See attachment, Whitley County East Elementary School, 2020 2021 Copy of Achievement Gap Group Identification Worksheet.

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II. Achievement Gap Analysis

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

In our small, rural Appalachian elementary school, poverty is a fact of life, albeit not a defining characteristic. Historically, our school has always had high numbers of students who qualify for free or reduced meals. 87.5% of our K-6 population is pretty significant number; 225 of our 257 population are in this category. That hard fact acknowledged, it is just simply a number. Our entire school is considered Title I eligible, and our students have access to breakfast and lunch each day, and on five days per week, they have access to an evening meal. Our students also benefit from a free fruit and vegetable grant and have access to fresh fruit and vegetables daily thanks to a KDE Fresh Fruits and Vegetables grant. Rather than emphasize our community and school's poverty, we choose instead to emphasize a culture of developing grit, a strong moral compass, and work ethic along with education. In addition to Free and Reduced Meal Eligible Students, we considered and analyzed math and reading performance in our male and female populations, as well as our students with disabilities. However, in so doing we quickly realize that the free and reduced population virtually overshadows all other gap groups in our school.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

At present time, Whitley County East Elementary School has made progress in closing learning gaps for our populations of free and reduced meal eligible students, and disability students with and IEP when comparing student performance on the last available summative data, which was the spring, 2019 and spring, 2018 K-PREP assessments in reading and math. In the attachment from the Kentucky Association of School Councils, our data is broken down by year and by gap group categories. By far, our most significant gap group is in the category of Free and reduced meal eligible students (almost 87.5% of our population, K-6.) Free and reduced meal eligible students virtually encompasses all other gap groups— male (49.8%,) female (50.2%,) and disability (33%.) According to the attachment (37 pages, 2020 KASC K-PREP Data Forecast Graphs for Whitley County East Elementary School) for the last two data cycles our students have demonstrated fairly consistent performances across all categories. Therefore, by focusing attention on our free and reduced population, we hope to reduce novice categorical performance across the board for virtually all populations. As shown in the attachment, we have done so for social studies (100%) proficient or better for the

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past two years. We made significant gains in science and on-demand writing as well for all populations by reducing novice performances. However, it should be noted that the data for 2020 and beyond is forecast and there are so many variables at play with regard to our relatively small population that can impact the data, not the least of which is the projected "COVID 19 Slide" when the pandemic finally ends. Notably, before COVID, our performance has been fairly consistent and our students were making gains or holding steady in all major academic areas.

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C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

As stated above and as shown on the attached Whitley County East Elementary School KPREP forecast graphs, our students have shown significant improvement in the 2019 "separate academic indicator categories: Social Studies, 100% proficient or distinguished categorical performance for two data cycles; Science: our distinguished rate grew by 21.9% from 12.5% in 2018 to 34.4% in 2019 and only 3.1% novice rate; in On-Demand Writing, our proficient or distinguished category grew by reducing apprentice scores while reducing novice categorical performance from 8.8 to 8%. Reading and math scores categorical performances were fairly consistent as shown on the graphs across two years 2019 was the last year for which there was actual data. We will be faced with a daunting task to maintain and grow our students in view of the 2020 Pandemic and the dreaded, projected "COVID slide." However, by setting realistic goals, supporting our students where we can now in the midst of the pandemic either pencil paper for virtually, and simply by recognizing that there will may be a slide, we are miles down the road toward closing achievement gaps for our most vulnerable learners.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Whitley County East Elementary has held ground in reading and math categorical performance across the previous two data cycles for which we have actual summative data. Upon close scrutiny, there is a spike in novice performance among our female students in reading (14.5% vs. 5% in male) for the past two data cycles. In math, the novice margins among all groups was less than 10% and comparative

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across all groups. It should be noted that males significantly outnumber females in our disabilities populations for both years, and the free and reduced population is 87.5% of the entire school population. Regarding our economically disadvantaged students versus non economically disadvantaged students, in 2019 our school demonstrated a novice categorical percentage rate of 11.8%, compared to 10.8% for non-economically disadvantaged students. For math, the novice categorical rate was 3.9% among our economically disadvantaged population, compared to 4.5% novice categorical rate among the non-economically disadvantaged group. However, the non-economically disadvantaged group is only 13.01% of our entire K-6 population. The 2020 and beyond data shows a slight projected dip in 2020 and a significant one in all subjects in 2021 and beyond. We are doing our best to get ahead of this so called COVID slide by providing quality on line and pencil paper support and phone calls in NTI to our students and families.

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

Analysis of root causes of persistent achievement gaps reveal that Whitley County East Elementary School is on track in closing its achievement gaps based on analysis of 2015-2019 K-PREP assessment data in reading and math. Results discussed above reveal that our school has been and continues to be successful in closing gaps for our most vulnerable students: economically disadvantaged and students with disabilities. Perennial root causes of difficulties do remain and are compounded in the COVID 19 era. We have a higher than normal number of transient students who enroll and dis-enroll who do not have the same educational experiences and instructional delivery that we provide and a significant number of our students (32, or 12.5%) quality for homeless services due to having to live with relatives, substandard housing, or no permanent housing being available in our rural Appalachian area. Another 67 of our population, or 30.3% are being raised by a relative such as grandparent or even great-grand parents, other than their parent. At present, 225 out of 257 students that the school serves that qualify for free or reduced meals serves to underscore in data terms that each and every score is significant, and moreover and most important, each and every student's achievement is important to their transition to careers, jobs, and/or college. However, there are differences in groups from year to year among the various populations and subpopulations.

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

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All faculty and some specific key instructional support staff at Whitley County East Elementary meet during Professional Learning Community Meetings and continuously review student achievement and gaps and evaluate student progress. Teachers meet in grade level PLCs every two weeks and with the Principal and/or District Coaches in other scheduled PLCs, at least three or four times per year. These meeting agendas and discussion are documented in our shared team drive. Students who are not meeting benchmarks are placed on confidential "watch lists" to refer them for needed interventions. Some of the faculty and staff have multiple roles as teacher leaders or building anchors. Additionally, all data is gathered, reviewed, and analyzed on specially designated data days. Surveys are sent out to all stakeholders as appropriate and this data is also analyzed by PLCs. Further input is gained through our ad-hoc committees, Parent-Teacher organization at PTO meetings and Site-Based Decision-Making Council committee meetings. Here are some names and roles of those involved in this process: Travis Adkins, Media/STREAM Specialist; Pamela Brooke Wilson, Teacher/Parent; Jennifer Croley, Teacher/Parent; Dana Junker Teacher; Ryan Fox, Special Needs Teacher; Teacher Holli Gibson, Teacher; Cindy Hamblin, Reading Intervention Teacher; James Nichols, VPA/Health/PE Teacher; Jonathan Lawson, Teacher/SBDM Member; Lauren Lawson, Teacher/Parent; Tonya McKiddy, Preschool Teacher/Parent; Georgette Vanover, Teacher; Josh Vanover, Teacher; Mike R. Partin, Principal/SBDM Chair; Heather Powers, Teacher SBDM Member/Parent; Scottie Rice, Teacher Representative SBDM; Shannon Taylor, Teacher; Marjorie Key, Exceptional Needs Teacher; Vanessa Sizemore, Math Intervention Teacher & 21st Century Coordinator; Aaron Nichols, Teacher/ Parent; Jessica Wilder, Exceptional Needs Teacher/Parent; Claudia Chandler, Instructional Assistant; Crystal Moore, Instructional Assistant/Parent; Connie Patterson, Instructional Assistant; Kellie Anderson, District Technology Integration Specialist; Laurel Bowlin, District Instructional Coach; Glenna Ivey, SBDM Parent Representative; Stephanie Rose, SBDM Member/Parent; Daisy Pittmann, Parent; Brian Vanover, Parent; Aloura Bray, Parent; Glenna Ivey, SBDM Member/Parent Representative; Kathy Ballew, Family Resource Director; Dixie Woolever, Parent, Wonnie Carpenter, Parent.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and

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improvement plans for those schools will be subject to review and approval by KDE.)

Teachers, administrators, and instructional support staff receive job-embedded opportunities for professional growth and development on a variety of relevant topics driven by student achievement data and stakeholder surveys. The school's professional development plan is outlined in the 2020-2021 Professional Development plan for schools as driven by our 2020-2021 Needs Assessment. These professional growth opportunities are closely aligned with individual administrator and teacher professional growth plans, which are driven by student performance data, teacher surveys, and otherwise identified professional growth and development needs. These opportunities utilize a variety of training methods, including face to face, webinar, and on line/self- paced modules, and are further discussed in professional learning community meetings by the principal, teachers, and district level coaches with the faculty and documented on a shared team drive. We strive to build both efficacy and capacity within our small faculty of twenty-four. Priorities goals in this year's plan include: 1.) Identifying pathways to key standards by grade level and 2.) Removing barriers to student learning. Underlying initiatives within the plan include: supporting our students in reaching reading proficiency by third grade, effective math delivery for all students, targeting chronic absenteeism, supporting our students social and emotional needs, and closing achievement gaps for students who are come from high-poverty backgrounds. Regarding extended school services, our school identifies students who are not performing at proficient rates and offer services before and after school in reading, social studies, science and math from certified teachers. Students received scaffolded lessons and enrichment experiences according to identified standards and skills based upon Measures of Academic Progress (MAP) assessments learning continuum reports, reviewed at least three times per year by PLCs (Professional Learning Communities.)

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III. Planning the Work

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

See attached worksheet for closing reading and math goals. It should be noted that these the activities in the plan will be delivered through a mixture of virtual, in seat, and targeted service small groups as the COVID 19 Pandemic circumstances permits.

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Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached spreadsheet, Closing the Achievement Gap Summary Spreadsheet.

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Attachment Name	Description	Associated Item(s)
⊞ Closing the Achievement Gap Summary Spreadsheet, Whitley County East Elementary School, 2020 2021	Closing the Achievement Gap Summary Spreadsheet, Whitley County East Elementary School, 2020 2021, goals, strategies, and activities for closing achievement gaps in math and reading.	• III
🗎 _{PDF} Whitley Co East Elem Forecast for 2020 2021 no data from spring 2020 due to COVID 19	A Whitley Co East Elem Forecast for 2020 2021 no data from spring 2020 due to COVID 19 based upon prior achievement performances, 2015-2022. 2015-2019 are actual data; 2020 and beyond are forecast.	• II.B • II.G
⊞ Whitley County East Elementary School, 2020 2021 Copy of Achievement Gap Group Identification	Whitley County East Elementary School, 2020 2021 Copy of Achievement Gap Group Identification Worksheet.	• I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the proficiency ratings for all students in the free and reduced eligible meal popluation in reading from 72.7% based on the last available year (2019 due to the COVID 19 Pandemic in spring 2020) to 72.8.% in 2021.	A. Review, analyze, apply data.	1 a. Review and analyze school K-PREP Pearson reports, IOWA Riverside reports, Brigance screening results, MAP reports.	Principal, Teachers	PLC and Faculty/Staff Agendas and sign in sheet, analysis.	$0
		2 a. Review and analyze IMPACT KY survey.	Principal, Teachers	Agendas and sign in sheets, analysis.	$0
	B. Review, analyze, and remove non-cognitive barriers as relating to data and student needs.	3 b. Review and analyze IC reports for attendance, behavior.	Principal, Teachers, Attendance Clerk, FRC, Attendance Committee	Agendas and sign in sheets, analysis, Review 360 screeners.	$0
		4 b. Home visits and conferences.	Principal, Teachers, Attendance Clerk, FRC	Logs, anecdotal records.	$0
	C. Design, align, and deliver instructional support.	5 c. Extended School Services	Principal, Teachers, 21st Century CLC staff, Save the Children staff.	Attendance records, student reports.	$60,000.00
		6 c. Morning reading focus groups.	Principal, Teachers, Instructional staff	Attendance records, forms, student reports.	$0
		7 c. Intervention services in ELA.	Principal, Teachers, Intervention Teachers	Attendance records, student reports.	$97,000
		8 c. K-Readiness services/workshops	Principal, Teachers, Intervention Teachers, FRC director.	Attendance records, student reports.	0
		9 c Read to Achieve	RIT, Principal	Student reports, AIMS reports	$47,500.00
		10 c Response to Intervention	Teachers, Instructional Assistants, Principal, Interventionists	Student reports, AIMS reports, Review 360 reports, graphs.	$0
		11 c Literacy Design Collaborative Activities	Teachers, Princpal, Instructional Coaches	Student reports, LDC feedback	$0

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the proficiency ratings for all students in the free and reduced eligible meal popluation in math from 64.5% based on the last available year (2019 due to the COVID 19 Pandemic in spring 2020) to 64.6% in 2021.	A. Review, analyze, apply data.	1 a. Review and analyze school K-PREP Pearson reports, IOWA Riverside reports, Brigance screening results, MAP reports.	Principal, Teachers	PLC and Faculty/Staff Agendas and sign in sheet, analysis.	$0
		2 a. Review and analyze IMPACT KY survey.	Principal, Teachers	Agendas and sign in sheets, analysis.	$0
	B. Review, analyze, and remove non-cognitive barriers as relating to data and student needs.	3 b. Review and analyze IC reports for attendance, behavior.	Principal, Teachers, Attendance Clerk, FRC, Attendance Committee	Agendas and sign in sheets, analysis Review 360 screeners.	$0
		4 b. Home visits and conferences.	Principal, Teachers, Attendance Clerk, FRC	Logs, anecdotal records.	$0
	C. Design, align, and deliver instructional support.	5 c. Extended School Services	Principal, Teachers, 21st Century CLC staff, Save the Children staff.	Attendance records, student reports.	$60,000.00
		6 c. Morning math focus groups.	Principal, Teachers, Instructional staff	Attendance records, forms, student reports.	$0
		7 c. Intervention services in math.	Principal, Teachers, Intervention Teachers	Attendance records, student reports.	$97,000
		8 c. Readiness services.	Principal, Teachers, Intervention Teachers, FRC director.	Attendance records, student reports.	
		9 c Math Achievement Fund Intervention	MIT, Principal	Student reports, AIMS reports	$47,500
		10 c Response to Intervention	Teachers, Instructional Assistants, Principal, Interventionists	Student reports, AIMS reports, Review 360 reports, graphs.	$0
		11 c Math Design Collaborative Lessons.	Teachers, Princpal, Instructional Coaches	Student reports, MDC feedback	$0

Whitley County East Elementary School, Gap Group/Total number of students, 2019-2020, Infinite Campus 2019 2020 records, & School Report Card	Percentage of Total School Population, K-6
Free or Reduced Meals Eligible, 225/257	87.50%
Disability, 84/257. 40 are speech or communication only. 44 are disabilities other than communication only.	32.68%
Total K-6 Population, 257	100.00%
Male, 128	49.80%
Female,129	50%
White, Non Hispanic, 257	97.70%
Hispanic, 0	0%
Two or more races, 6	2.30%
Other minorities, 0	0.00%