

2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

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

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

Larry C. Brown, Principal Lisa Inman, Teacher Rosalee Hinkle, Teacher Nicki Bryant, Teacher and SBDM Council Member Dawna Grimes, Teacher and SBDM Council Member Amanda Long, Teacher and SBDM Council Member Dianne Philpot, SBDM Member

COMMENTS

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

*Relationship Building--School staff builds productive, personal relationships with parents of their students. *Communications--Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs. *Learning Opportunities--School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

COMMENTS

Please enter your comments below.

School staff works toward building productive, trusting relationships with parents from the moment students are enrolled. Staff members meet with parents whose students are entering preschool and/or Kindergarten to establish a connection from the beginning. Parents enrolling new students are always invited to meet and speak with the principal as well as teachers. Parents and guardians are always welcomed and treated with respect, they are invited to participate in a variety of events, activities, and roles in the school. Open Houses and parent teacher conferences, as well as showcase events, programs, field trips, extra-curricular events, etc., are hosted regularly, and all parents are encouraged to attend and participate. Communication between home and school is a priority in establishing and maintaining a partnership with parents. Multiple two-way communications are used to communicate academic goals, class work, homework, grades, social and behavioral expectations and progress, assessment data, etc. Students are provided planners for daily communication, and many teachers also use the Remind app to communicate on a daily basis for parents who prefer this mode of communication. All parents are provided opportunities, in addition to an open house and two parent conferences, to meet with staff to discuss student academic progress as well as to address any other questions or concerns from all parties involved in their child's educational program. Furthermore, surveys are utilized each year to assess a variety of educational, social/emotional, and health/well-being needs, and over 75% of these are completed. School leadership works diligently to ensure all parents have the resources they need to understand academic expectations, school policies and procedures, and student and parental rights. Efforts are made to include all parents/guardians in the planning and participation of their child's educational program and to communicate the academic progress of not only their individual students, but the school and district as a whole as it compares to other schools. The school provides resources as well as parent workshops to aid parents in understanding Kentucky standards and expectations, the school curriculum, instructional methods, and student services, and research-proven methods they can utilize to support their students' learning.

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3. Use the rubric to identify 3-5 critical areas for improvement identified by your planning team.

*Decision-making--School staff encourages, supports, and expects parents to be involved in school improvement decisions and to monitor and assist school improvement. *Advocacy--For each student, school staff identifies and supports a parent or other adult who can personal responsibility for understanding and speaking for that child's learning needs. *Community partnerships--School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

COMMENTS

Please enter your comments below.

Despite publication of SBDM and encouragement from school staff, less than 20% of parents vote in SBDM parent elections. While parents are always invited to attend all meetings regarding their students, including parent-teacher conferences and ARC meetings, not all parents attend meetings or participate in planning for their students. While the school offers and publicizes community-based learning activities for all students and parents and attempts to involve business leaders in promoting student achievement, they feel that more parents and businesses need to be actively engaged in those activities.

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

*Decision-making--More effort will be made to recruit parent leaders with the skills necessary to facilitate parent involvement. School leadership, staff, and SBDM Council will work together to identify potential candidates for leadership positions. Increasing parental attendance and active participation in SBDM meetings will be a goal regularly communicated to staff and parents.

*Advocacy--School staff will set aside time to follow up via telephone calls or the Remind app with parents who fail to show up for scheduled parent-teacher conferences and other meetings regarding their children. Staff will make contact every day with at least one parent/guardian, making those parents who do not regularly participate in their child's education their top priority.

*Community Partnerships--School leadership and staff will communicate with at least one business or community agency each semester to foster a relationship leading to more support for parents and the reduction of student barriers to learning. Parent, student, and community surveys will continue to be used to plan programs desirable to parents and families, and those programs will be advertised and made accessible to all parents/families.

COMMENTS

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Part II

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

According to the 2017 TELL KY Survey, 70.8% of teachers agree that "Class sizes are reasonable such that teachers have the time available to meet the needs of all students." This is slightly less than the 71.1% scored by the state, but it is noticeably lower than the district score of 84.9%. The school report card shows our school has a student teacher ratio of 14:1, whereas the district has a 13:1 ratio. To address this issue, the SBDM Council will appoint a committee to research the impact of larger class sizes versus having classes with split grade levels, as hiring more certified teachers is not an option. This research will be presented to the SBDM Council and shared with school staff. Also, more time with instructional assistants will be allotted to classrooms with larger class sizes.

COMMENTS

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Part III

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education for the district parent involvement program called PAVE--Parents as Volunteer Educators. Parents of participating students are provided with opportunities for full and on-going participation, including opportunities to suggest modifications, based on changing needs of parents, students, and the school. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they attend a district led workshop to learn about their legal obligations and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings. We take action to promote parental involvement in the development of the CSIP through the SBDM Council. Through the leadership of our council, parent members serve as liaisons to the community, keeping them informed of opportunities and encouraging them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS 160.345. The President of our parent-teacher organization, Parent Teacher Connection (PTC), calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTC facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTC count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County North Elementary. Parent members must also pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. A letter is sent home explaining these qualifications, the timeline and process details, along with a nomination form. Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their awareness of opportunities to be meaningful contributors to the process. Council members are encouraged to be accessible to the parent body they serve and to conduct surveys, both formal and informal, to garner a greater degree of parent participation. As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in its efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that: * Students' needs are being addressed by reviewing the plan * Technology and equity are embedded in the CSIP * Funding is appropriately monitored * Professional development is appropriately implemented * The implementation and impact checks are being completed * The plan is amended or updated based on student needs * Work is being done to close the achievement gaps Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district-mandated assessments biannually. Adjustments

are made to the CSIP as needed to address the needs of our students. In addition, the SBDM council welcomes input from non-council members. Those who are in attendance have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council. Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. Presently, SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Each regular and special council meeting operates by an agenda. An agenda item under public comment is open for those interested in addressing the council. Our PTC organization is another way we provide opportunities for the parents to be involved in their children's education. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTC, and S.B.D.M. Council members exchange information to help expand the coverage of community partners, which increases participation opportunities. We also designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resources provided by and or facilitated by our Family Resource Center, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly newsletters/calendars of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments, and concerns through various methods such as notes home, US mail, phone calls, Blackboard Connection communications, newspapers, radio announcements, student agendas, the Remind application, and the marquee sign at the entrance to our campus. The Family Resource Center (FRC) hosts multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, partnering agencies, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which address numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, two students, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

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

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Whitley County North Elementary School

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6670 Hwy 26
Rockholds, Kentucky, 40759
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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

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

While there is less than 1% difference between all students and minority students scoring at both the Novice and Proficient/Distinguished levels in Reading, there is a 1.4% difference in Math at the Proficient/Distinguished level. There is no difference in the area of math between those two groups at the Novice level. Likewise, when comparing all students to those who qualify for free or reduced lunch, there is no difference in the area of Reading, but 2.9% more students who do not qualify for free or reduced lunch scored at the Proficient/Distinguished level in the area of Math. There is a difference between students with IEPs and those without in both Reading and Math. Of students scoring Novice in Reading, 15.6% have IEPs versus 9.1% who do not, and in Math, 13.3% have IEPs while 9.6% do not. We have chosen student attendance as our self-selected indicator, because when we analyze student achievement, we note a correlation between poor attendance and Novice scores. Presently, our attendance rate is 93.5%. The state average is 94.4%. The Professional Growth and Effectiveness System data indicates that 100% of our teachers and leaders are exemplary or accomplished as compared to 93% of the state. Also, 100% of our teachers and our principal received a high or expected growth rating. According to the Tell Survey Question 10.6, 93.1% of our staff agrees that our school is a good place to work and learn. The analysis of this data indicates that our school provides access to effective teachers for all students. Training and professional learning focused on teaching students from low socioeconomic backgrounds will improve student achievement. Over 87% of our students are classified as low income, and we have no ineffective or out-of-field teachers. Data is used, however, to establish equitable classroom composition. First, students with IEPs and 504 Plans are distributed as evenly as possible among each class per grade level. Second, teachers are asked to use MAP scores, IOWA results, and other forms of summative assessment data to make recommendations to the principal about classroom placement for the succeeding school year. Data is also used to place students in reading and math intervention classes as well as in remediation and/or enrichment programs in 21st Century after-school and summer-school programs. Policy #7 of the Whitley County North Elementary Site Base Decision Making Council Bylaws & Policies addresses assignment of students to classes and programs within the school. The policy states that assignment of students to classes is the responsibility of the principal and that the following criteria will be taken into consideration: 1) Academic performance of the student, 2) Learning style of the student, 3) Student behavior, 4) Instructional needs of the student, 5) Overall composition and ratios of each classroom, 6) Class size, 7) School schedule, and 8) Parent requests. PLC teams continually analyze student data to help make effective decisions in teacher placement and to identify areas in need of improvement. Adjustments in staff placement and development of new programs are made based on extensive data analysis of school, grade level, classroom, and individual student performance. Data disaggregation is reported to the SBDM, and all stakeholders are invited to give input into the development of strategies to improve academic performance and into the recruitment of effective and diverse teachers. According to the Whitley County North Elementary Site Base Decision Making Council Bylaw #10, the superintendent will provide the council with a slate of candidates to be interviewed for teacher vacancies. The district adheres to board policy (03.11.AP.1) in recruiting effective teachers through the following avenues: placement bureaus of colleges and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screen based on the following selection

factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines of SBDM policy (02.4244) and the Superintendent completes the hiring process. According to the 2015 Tell Kentucky Survey, 93.1% of teachers indicate that their school is a good place to work and learn. In addition, 96.6% of teachers report they have autonomy to make instructional decisions, 96.4% report that professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices, and 96.6% report that school leadership consistently supports teachers and that teacher performance is assessed objectively. TELL Kentucky Survey results are analyzed using the school summary results to identify areas of improvement. Strategies and activities for improvement are developed and included in the Comprehensive School Improvement Plan. Strategies and plans are communicated to all stakeholders for continuity of implementation. One of our goals is to retain highly qualified educators. Presently, we have a 3.5% turnover rate. Incentives to retain teachers include: • Tenure • Transfer of tenure • Highly Qualified status • Salary supplement for National Board Certified Teachers • Change in rank or experience (salary increase) • Teacher leadership opportunities Supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced, and out-of-field teachers include, but are not limited to: • Kentucky Teacher Internship Program (KTIP) • New Teacher Academy • Mentoring • Coaching (Reading, Math, Science, Writing)

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Barriers and Root Causes:

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

What are the barriers identified? • Students entering Preschool and Kindergarten are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. • Over 87% of our students are eligible for free lunch, which indicates that we serve a greater than average number of students living in poverty. • There is a scarcity of effective professional learning options that specifically address overcoming the barriers faced by students of low socioeconomic status. • Professional development funds have been reduced. • A large number of new students being enrolled in our school in every grade level, throughout the school year, most with limited support systems at home, has led to increased time spent on behavioral issues as students adjust to our school expectations and changes in their environments.

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Goal Setting:

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

• If so, insert the associated CSIP goal(s) in the cell below.

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

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

NOTE: Attachments Optional

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.1% in 2015 to 72% in 2019. Goal 2: Increase the average daily

attendance for students from the present rate of 93.5% to at least the state average of 94.4% by 2019.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that **is/will** be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

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

NOTE: Attachments Optional


Goal 1: Strategy: RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener. Activity: Teachers will receive updated training on the RTI Process. Students who have been identified as at-risk in the areas of math and reading will be candidates for RTI. Based on a student's data, a plan may be set in place to receive low teacher-student ratio instruction, pull-out services, alternate curriculum, or specialized programs. Activity: All RTI students will be progress monitored on a weekly basis using AIMSweb. Data will be analyzed frequently to guide future decisions. Strategy: Curriculum Assessment & Alignment - Grade level members will analyze curriculum to identify gaps and make necessary adjustments to curriculum. Activity: Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards. Activity: Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed. Strategy: Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences. Activity: Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Tumbleweed, Reading Eggs, Smart Response System, Study Island, IXL, and Renaissance Place applications. Strategy: Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education. Activity: Whitley County North Elementary continues to encourage parent/guardian participation in the PAVE program. The school also hosts family reading/math nights once a month to increase parent awareness of the common core standards for math and reading. Activity: PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognition events. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity. Activity: The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become lifelong learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides

a healthy snack to the parents. Strategy: Reading and Math Initiative - To improve the literacy gap, teachers, principal, Reading Recovery teacher and Read to Achieve (RTA) teacher will review Renaissance Place STAR Early Literacy Reports to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage test from the MIT to determine placement in the math intervention program. Activity: Whitley County North Elementary has continued the Read to Achieve and Math Intervention programs to help close the achievement gap. The teachers identify and analyze state data, MAP, STAR, classroom data, etc. to determine student placement. Teachers utilize small group instruction to address the needs of the struggling learners. Activity: RTA teachers use in-school literacy based instruction in small groups to reduce class size and individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size. Strategy: Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills. Activity: Teachers have implemented best practice strategies, such as chunking, differentiation, modeling, cooperative groups, etc. to assist struggling learners in mastering new academic skills. Teachers have utilized PLC time to analyze the reading and math standards in depth and research and discuss instructional strategies recommended for students living in poverty. Activity: Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently. Activity: Teachers will convey high expectations for ALL students. Goal 2: Strategy: Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards. Activities: Grade Period Incentives--PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities. Reducing Barriers--Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent. Awards Day--Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Equity Data 2018	School Equity Data and Goals Workbook	

Schools		Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)	# of Minority Certified Teachers (SRC)	# of Minority Principals and Assistant Principals (Payroll)	Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)	English Learners (SRC or IC)	Students with Disabilities (SRC or IC)	Teachers that are teaching one or more courses out-of-field (HR)	KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)	Teachers with 1-3 years of experience (Payroll)	Teachers with 4 or more years of experience (Payroll)	# of Principals and Assistant Principals with 0-3 years of experience (Payroll)	Percentage of teacher turnover (IC)	Other, please explain in analysis	*Self-Selected Indicator (Optional)	*Self-Selected Indicator (Optional)															
Percent Sign		#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
		340	25	19	6%	0	0.00%	0	0.00%	298	87.65%	4	1.18%	83	24.41%	0	0.00%	0	0.00%	1	4.00%	24	96.00%	0	0.00%	1	3.50%	317.01	93.50%				
TOTAL / SCHOOL AVERAGE		340	25	19	6%	0	0.00%	0	0.00%	298	87.60%	4	1.18%	83	24.41%	0	0.00%	0	0.00%	1	4.00%	24	96.00%	0	0.00%	1	3.50%	317.01	93.50%	0	-	0	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	94.60%	94.60%	94.60%	94.60%
Working Conditions -- Community Engagement and Support	93.80%	93.80%	93.80%	93.80%
Working Conditions -- School Leadership	95.70%	95.70%	95.70%	95.70%
Percentage of New and KTIP Teachers	0.00%	3.80%	3.80%	3.80%
Percentage of Teacher Turnover	3.50%	3.80%	3.80%	3.80%
Additional School Measures (Optional)				
Example: Overall Effectiveness of Teachers and Leaders (not required)	Exemplary/Accomplished	Exemplary/Accomplished	Exemplary/Accomplished	Exemplary/Accomplished
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)	High/Expected	High/Expected	High/Expected	High/Expected

2017-2018 Phase II: KDE Needs Assessment School Diagnostic

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Following the release of the K-Prep Assessment Results, Whitley North staff and stakeholders analyze and disaggregate test data during scheduled professional development days, common planning times, and PLCs. S.B.D.M Council members are encouraged to attend and to participate in the data analysis process. The process begins with a brief PowerPoint presentation displaying our progress in each content area, as the principal delineates criteria to be used in the disaggregation process of each content area by data analysis teams. Each team includes at least one primary teacher and one intermediate teacher, and some teams include a resource teacher, support staff member, and/or at least one community/parent member. Other stakeholders can join a team based on relevance and interest. The final analysis teams are comprised of certified staff members and parent/community/support staff members. Each team is given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team completes the first round of data analysis and presents their findings to others. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal assessments: MAP Assessments, STAR Reading, grade level common assessments, and other pieces of relevant data. This data is shared with S.B.D.M. Council during a meeting with a complete analysis on file. The council gives their input on the school's plan of action and areas identified as a focus of improvement, with continued close monitoring of areas of concern. This continued monitoring generally occurs during PLC meetings, which are documented in PLC minutes and reported to the principal.

ATTACHMENTS

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

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

According to the 2017 K-Prep Assessment Results, 72.6% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 64.3% of district students and 54.3% of state students. In Math, 66.0% of WCNE students scored at the Proficient/Distinguished level, as compared to 56.9% at the district level and 49.1% at the state level. Similarly, 64.8% of the WCNE Non-Duplicated Gap Group scored at the P/D level, compared to 54.6% of district students and 40.2% of state students. In the area of Social Studies, 84.5% of WCNE students scored at the P/D level, as compared to 74.1% of district students and 60.0% of state students. 60.2% of WCNE students scored at the P/D level in Writing, as compared to 53.9% of district students and 45.9% of state students. In the area of Language Mechanics, 57.0% of WCNE students scored at the P/D, as compared to 68.1% of district students and 55.6% of state students. Our performance levels increased across all content areas: Reading P/D scores increased by 12.3%, Math P/D scores increased by 16%, Social Studies P/D increased by 15.3%, Writing P/D increased by 24.8%, and Language Mechanics P/D increased by 11.8%. Students in the Non-Duplicated Math group increased the rate of P/D scores by 15.7%, and the number of students scoring Novice in that group declined by 5.7%. The 2017 KY School Report Card indicates that 92% of our teachers have either a Master's Degree or Rank I, which is 15.7% higher than the state average. Also, the average number of years of experience among our teachers is 16.5 years, as compared to the district average of 13.4 years and the state average of 11.9 years. However, at 93.5%, our average daily attendance for students is slightly lower than the state average of 94.4%, and our student teacher ratio of 14:1 is slightly lower than the district ratio of 13:1.

ATTACHMENTS

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Priorities/Concerns

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

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

Language Mechanics is our primary area of concern. Despite increasing the number of students scoring Proficient/Distinguished from 45.2 during the 2015-2016 year to 57.0 for the 2016-2017 K-Prep assessment, this score remains below the district average of 68.1%. Also, there is a slight difference between the number of girls and boys scoring P/D in both Reading and Math, with boys outscoring girls by 14.4% in Reading and 10.4%. At the same time, girls scoring P/D in writing outnumbered boys by 19.9%

ATTACHMENTS

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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?

Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the areas of Reading (54.5% in 2014, 60.3% in 2015, and 72.6% in 2016), Math (41.2%, 50%, 66%), Writing (26.2%, 35.5%, 60.3%), and Language Mechanics (40.7%, 45.2%, 57%). In Social Studies, WCNE consistently scores above both the district and the state (2016 WCNE 84.5%, District 74.1%, State 60%; 2015 WCNE 69.2%, District 65.3%, State 57.7%; 2014 WCNE 77.8%, District 67.9%, 60.6%). Therefore, achievement scores show only positive trends. However, our school continues to score lower in the area of Language Mechanics than the district (40.7% vs. 45.2%), and there has been a noticeable difference between 4th Grade and 6th Grade performance on Language Mechanics. In 2014, 6th Grade had 24.3% fewer students scoring Proficient/Distinguished; in 2015, 6th Grade had 7.7% fewer students scoring P/D; and in 2016, 6th Grade had 19% fewer students scoring P/D than 4th Grade. Also, since 2014, males scoring P/D in Math have outnumbered females: 2016—Males scoring P/D were 10.4% higher; 2015—Males scoring P/D were 16.1% higher; and 2014—Males scoring P/D were 3.1% higher. Conversely, since 2014, females scoring P/D in Writing have outnumbered males: 2016—19.9% more females scored P/D; 2015—34.4% more females scored P/D; and 2014—13.1% more females scored P/D. The non-academic area of improvement that we continue work toward improving is student attendance, which continues to remain slightly below the state's average daily attendance.

ATTACHMENTS

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Potential Source of Problem

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

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

To address the gap in scores between females and males in the areas of Reading, Math, and Writing, and to address the continuing unsatisfactory performance of students, particularly at the 6th Grade level, in the area of Language Mechanics, more emphasis will be placed on the review, analysis, and application of data. • Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities. • Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning. • Teachers will meet weekly in PLCs to analyze student data from classroom assessments—such as chapter tests or standards practice tests, common assessments—such as unit exams, and standardized assessments—such as MAP and K-Prep. Data will be examined to identify individual student strengths and weaknesses, as well as gaps in instruction. Teachers will work together in grade level groups along with resource teachers to plan instructional strategies to address individual and group needs, formulate plans for RTI implementation, and discuss progress monitoring results. • Teachers will keep a data notebook to keep track of student progress.

Intervention plans will be included for at-risk students and will be shared with students, parents, and other stakeholders. Students will complete self-evaluation activities and assist in maintaining data tracking measures to ensure their awareness of, participation in, and ownership of individual goals and outcomes. • Teachers will pay particular attention to gaps in performance between specific groups, such as between males and females, students with special needs and all students, etc., and they will work together to plan instructional strategies designed to eliminate these gaps.

ATTACHMENTS

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Strengths/Leverages

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

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

Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the areas of Reading (54.5% in 2014, 60.3% in 2015, and 72.6% in 2016), Math (41.2%, 50%, 66%), Writing (26.2%, 35.5%, 60.3%), and Language Mechanics (40.7%, 45.2%, 57%). In Social Studies, WCNE consistently scores above both the district and the state (2016 WCNE 84.5%, District 74.1%, State 60%; 2015 WCNE 69.2%, District 65.3%, State 57.7%; 2014 WCNE 77.8%, District 67.9%, 60.6%). According to the 2017 School Report Card, WCNE met all of its delivery targets in proficiency and closing the achievement gap, and the scores exceeded all district and state scores. In Reading, WCNE had a goal of 65.2% and an actual score of 75.8%, which was 11.1% higher than the district average and 21.5% higher than the state average. In Math, WCNE had a goal of 60.7% and an actual score of 69.8%, which was 12.2% higher than the district average and 20.7% higher than the state average. In Social Studies, WCNE had a goal of 79.6% and an actual score of 85.5%, which was 11.5% higher than the district average and 25.5% higher than the state average. In Writing, WCNE had a goal of 55.7% and an actual score of 61.8%, which exceeded the district average by 7.3% and the state average by 15.9%. Furthermore, WCNE met their novice reduction goal by decreasing the total number of students scoring at the Novice level in both Reading (by 8.7%) and Math (by 5.3%).

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: School Safety Report_10032017_13:01

Phase II: School Safety Report

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase II: School Safety Report**School Safety Diagnostic for Schools****School Safety Requirements**

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

Yes

ATTACHMENTS

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

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

Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

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

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

Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 7, 2017

ATTACHMENTS

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

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

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

August 21, 2017

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 3, 2016 August 16, 2017

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 23. 2017

ATTACHMENTS

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

Yes

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

CSIP Phase II: KDE Title I Annual Review

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

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

Guiding Questions:

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

What needs did the data identify?

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

What achievement gaps were identified?

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

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

Using K-PREP, IOWA, NWEA MAP, STAR. STAR Early Literacy assessment results, Brigance data, Tell KY Survey, and TPGES data, Whitley County North Elementary conducted its annual Needs Assessment. Language Mechanics is the primary area of concern. Despite increasing the number of students scoring Proficient/Distinguished from 45.2% during the 2015-2016 year to 57.0% for the 2016-2017 K-Prep assessment, this score remains below the district average of 68.1%. Also, there is a slight difference between the number of girls and boys scoring P/D in both Reading and Math, with boys outscoring girls by 14.4% in Reading and 10.4% in Math. At the same time, girls scoring P/D in writing outnumbered boys by 19.9%. Also, 2016-2017 was the first year WCNE has met all of its Proficiency & Gap Delivery Goals, so that is an area we must continue to monitor closely. For the 2016-2017 school year, the Reading goal was 65.3%, and we had an actual score of 75.8%. Our goal for 2019 is 70.2%. In Math, the 2016-2017 goal was 60.7%, and the actual score was 69.8%. The 2019 goal for Math is 66.3%. The 2016-2017 Writing Proficiency and Gap Delivery Goal was 55.7%, which we exceeded by scoring 62.8%. The 2019 goal is 62.0%. Therefore, Reading, Math, Writing, and Language Mechanics will remain areas of focus. Title I funds have been and will continue to be used to reduce class sizes by funding the salaries of three additional teachers. Smaller class sizes and the use of MIT, RTA, and Title I teachers to pull at-risk students, while classroom teachers work with students in small groups allow for greater differentiation to address individual strengths and weaknesses. Students scoring at the Proficient/Distinguished level has increased each year since 2014 in the areas of Reading (54.5% in 2014, 60.3% in 2015, and 72.6% in 2016), Math (41.2%, 50%, 66%), Writing (26.2%, 35.5%, 60.3%), and Language Mechanics (40.7%, 45.2%, 57%). In Social Studies, WCNE consistently scores above both the district and the state (2016 WCNE 84.5%, District 74.1%, State 60%; 2015 WCNE 69.2%, District 65.3%, State 57.7%; 2014 WCNE 77.8%, District 67.9%, 60.6%). Therefore, achievement scores show only positive trends and indicate that the expenditure of Title I funding has been successful. Reduced class size will continue to be one of the strategies used to address content area priorities. MAP growth scores also support the effectiveness of current Title I strategies, as students show growth in Math, Reading, and Language from the beginning of the year benchmark to the end, and STAR Assessment results show measurable gains in instructional reading levels from the beginning of the year to the end of the year. Brigance data supports the need for smaller class sizes, as more than 60% of our Kindergarten students do not have the skills necessary to be successful in Kindergarten.

ATTACHMENTS

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2. Schoolwide Reform Strategies

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

Guiding Questions:

Was the schoolwide plan implemented as written?

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

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

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

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

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

The 2016-2017 CSIP was implemented as written, and all of the goals were designed to address schoolwide reform and were based on research, evidence, and evaluation of the effectiveness of past implementation. The goals were as follows: • Increase the average combined Reading and Math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019. • Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 55.4% in 2016 to 72% in 2019. • Maintain the percentage of effective teachers at 100% in 2016 through 2020. • Reduce the percentage of students scoring Novice in Math by 50% by 2020. • Reduce the percentage of students scoring Novice in Reading by 50% by 2020. • Increase On-Demand Writing percentage of Proficient/Distinguished scores from 37.5% to 42% by 2017. • Decrease the percentage of students who are not Kindergarten ready from 71% to 66% in 2017. Title I funding is allocated to pay the salaries of three certified staff members in order to facilitate the implementation of smaller class sizes, specific instructional strategies such as differentiation and intervention, and use of data analysis to adjust instruction. The strategies and activities in the 2016-2017 CSIP and the allocation of Title I funding to support in its implementation were successful based on the results of the data obtained from K-Prep, MAP, STAR, and Brigrance. According to the 2017 School Report Card, WCNE met all of its delivery targets in proficiency and closing the achievement gap, and the scores exceeded all district and state scores. In Reading, WCNE had a goal of 65.2% and an actual score of 75.8%, which was 11.1% higher than the district average and 21.5% higher than the state average. In Math, WCNE had a goal of 60.7% and an actual score of 69.8%, which was 12.2% higher than the district average and 20.7% higher than the state average. In Writing, WCNE had a goal of 55.7% and an actual score of 61.8%, which exceeded the district average by 7.3% and the state average by 15.9%. Furthermore, WCNE met their novice reduction goal by decreasing the total number of students scoring at the Novice level in both Reading (by 8.7%) and Math (by 5.3%). The Brigrance results indicate the number of students not Kindergarten ready for the 2017 school year decreased from 71% to 62%.

ATTACHMENTS

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3. Professional Development

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

Guiding Questions:

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

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

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

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

Teachers Professional Growth and Effectiveness System self-reflections and evaluations, which are aligned with the Kentucky Framework for Teachers are tools WCNE uses to assess professional development needs. Teacher responses to the TELL KY Survey is another measure, in which teachers identify their own professional learning needs. Analysis of K-Prep, STAR, MAP, and Brigance assessment data is also used to help identify areas of improvement in which professional development may play a role. All professional development activities must support the goals identified as a result of the Needs Assessment. According to student achievement data, the professional development implemented during the 2016-2017 school year was effective in addressing the identified areas of concern and helping the staff achieve the goals and objectives. Professional development is required for all staff members, including principals, teachers, paraeducators, etc., and is customized to meet their individual needs and roles in achieving school-wide goals.

ATTACHMENTS

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4. Family Engagement

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

Guiding Questions:

How much Title I money was spent on family engagement?

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

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

Family engagement activities are supported by Title I funds insofar as the personnel made possible by said funds are instrumental in providing those activities. Also, Title I funds assist in paying for materials and snacks used during family engagement activities. For example, the school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become lifelong learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Staff assists in providing Open-House and Parent-Teacher Conference opportunities. All 21st CCLC staff is made up of regular daytime and Title I staff, and they facilitate parent activities in conjunction with and as a part of the after-school program. Activities are designed to help parents be active participants in their child's education as well as to assist them in providing stable social, emotional, and physically safe environments for themselves and their children. One of the goals of our school has been to increase family involvement in their children's education through these activities and programs, and attendance is gradually increasing. Another way WCNE encourages family engagement is through the PAVE program. Parents As Volunteer Educators is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a

volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators.

ATTACHMENTS

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

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

Guiding Questions:

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

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

How effective were these strategies?

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

WCNE staff, Whitley County District staff, and Bell-Whitley Preschool staff collaborate to encourage attendance in preschool programs and to facilitate smooth transitions between preschool and Kindergarten. These staff members work together to plan and implement activities to engage students and share information with parents during scheduled parent meetings throughout the year and during home visits to all preschool children enrolled at WCNE. At the end of the school year, students in preschool visit Kindergarten classrooms to observe expectations and participate in lessons and activities to get them excited about their transition to Kindergarten. The 2017 Brigance results show an increase in Kindergarten readiness from 29% to 38%, which supports the effectiveness of the collaboration between Kindergarten and Preschool staff. To further encourage parent involvement, the WCNE Family Resource Center publicizes and hosts monthly meetings for any parents who wish to attend. These meetings have monthly themes to address early childhood development, health and mental health issues, accessing resources, and other issues recognized as family and community needs through surveys, referrals, and collaboration with other school staff, community members, parents, and other stakeholders. FRC support services are advertised during Open-House and Parent Teacher Conference meetings to promote parent involvement. These parent-teacher collaboration opportunities are offered at least three times per year and encourage parents to be active participants in their children's education, as they inform parents of educational expectations, resources, and individual student progress. Beginning of the year and end of the meetings offer an opportunity for school staff to disseminate information to parents critical for their children's successful transition between grade levels. Transition from the elementary school to middle school is also made easier through the collaboration between WCNE staff, Whitley County District staff, and WCMS staff. WCNE sixth grade teachers work with WCMS staff to help students understand middle school routines and expectations. All sixth grade students take a field trip to the middle school at the end of sixth grade to meet the staff, explore the facilities, and participate in orientation activities during the course of a normal middle school day. WCMS staff goes over expectations and answers questions the sixth graders have. They are also given an opportunity to request placement in specific classrooms and areas. This helps sixth grade students have a more positive transition to the middle school.

ATTACHMENTS

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6. Measures used to include teachers in decisions

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

Guiding Questions:

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

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

All teachers have the opportunity to attend district grade level meetings through the District Curriculum Team (which meets during the summer) and the Grade Level Academies (held at the beginning of every school year). Some academic assessments are selected and agreed upon by the District Curriculum Team, which includes the Title I Coordinator, the District Curriculum leader, and various other instructional leaders and educators from all schools in the district. The “common assessments” they develop or select are used by all teachers across the district so that summative assessment data can be analyzed and compared. Other academic assessments may be utilized by individual teachers as they deem necessary and desirable. Teachers often share assessments they create or find useful with their peers in order to promote effective teaching and assessment strategies across the district. In addition to academic assessments, Grade Level PLC Teams at each school and the District Curriculum Team work together to review data to analyze the effectiveness of the curriculum and resources used at each grade level. Curriculum Maps are reviewed, revised, and shared each year in all content areas, and all teachers are encouraged to give input throughout the year as they implement the curriculum.

ATTACHMENTS

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7. Activities used to ensure students met Kentucky Academic Standards

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

Guiding Questions:

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

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

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

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

First, we identified students requiring additional instructional support in order to be successful. We used a universal screener to help identify students scoring below grade level in math and reading. Teachers provided intervention strategies that are research-based and matched to individual student needs. Outcomes were measured periodically to determine effectiveness and ensure student growth. When students’ instructional support needs are determined to be more extensive than what a classroom teacher can implement alone, Response to Intervention (RTI) was implemented cooperatively by the classroom teacher, special education staff, and Title I interventionists. Interventions may include low teacher-student ratio instruction, pull-out services, alternate curriculum resources, or specialized programs. Progress is monitored weekly, and plans are updated after a period of six to twelve weeks to ensure student growth goals are being met. To further identify students who may be at-risk in the areas of reading or math, student academic progress was benchmarked three times during the year using STAR Reading Assessment and NWEA Map Assessments. These nationally normed assessments allow us to not only identify students who may be struggling in reading or math, but to also assess and align our curricular

methods to ensure that we are meeting all of our students' needs. Teachers and the principal carefully analyze student assessment results to inform instructional and curricular decisions. Another strategy used to close the achievement gap was the implementation of Math and Literacy Initiatives. To erase the literacy gap, teachers, the principal, the Save the Children (STC) coordinator, and the Read to Achieve (RTA) coordinator reviewed data from Renaissance Place STAR Early Literacy Reports and Reading Recovery test observation surveys to determine placement in the literacy initiative programs. The RTA program used in-school and after-school literacy-based instruction in small groups to reduce class size and individualize instruction so that students had more time to grow as readers and learners. This initiative was supported by the 21st Century summer learning program by providing access to literacy resources and instruction year round. In addition to the RTA program, students in Kindergarten through 6th grade receive individualized small-group instruction for 30 minutes each day. Students are grouped in ability-level groups in which instruction is focused on targeting individual strengths and weaknesses as identified by formative and summative assessment measures. Instructional strategies and student progress were shared with classroom teachers to create continuity in instructional practices and eliminate instructional gaps. To address math deficiencies, teachers, the principal, the math intervention teacher (MIT), and the Title 1 Math Interventionist reviewed students' norm-referenced scores to determine initial placement in the math initiative program for grades K-3 and in small instructional math groups for grades 4-6. In both math programs, students worked in small ability groups on skills specifically designed to target their weaknesses for 30 minutes each day. The MIT program addressed the needs of students in the primary program who were identified as struggling in mathematics through diagnostic assessment. Students determined to be at risk received additional math instruction in a small group setting. Furthermore, results and strategies were shared with classroom teachers to promote effective instructional practices and support. Also, we have made closing the achievement gap a school-wide responsibility. All staff members participate in weekly Professional Learning Committee (PLC) meetings to use formative and summative assessment measures and other research on students' performance to inform instruction, identify strategies and resources to increase student success, and engage in ongoing professional development. Instructional leaders attend highly-effective and research-based professional development sessions, including the Literacy Design Collaborative and the Math Design Collaborative, and then share the strategies with their peers in PLCs and other modes of professional development. We have set high expectations for all students and provide a rigorous, deep curriculum that is aligned to Common Core standards to ensure that all of our students are prepared for a continuing education. Teachers work together to develop and use varied, effective strategies to instruct diverse learners, and they collaborate to find solutions to address individual student weaknesses and setbacks. Teachers and the principal communicate high expectations to students, parents, and the community, and they work diligently to keep parents informed and involved in their students' academic growth. Instructional time is safeguarded so that student learning is maximized. School staff, students, parents, community members, and district personnel have worked together to provide a safe, orderly learning environment for all students. This environment entirely focused on the business of learning has imparted the idea that our school takes learning very seriously and has made being a productive member of the school team a priority for all students. In addition to addressing academic needs, we implemented strategies to address students' social, emotional, and physical needs as well. By establishing a partnership with Comprehensive Care and providing on-site and off-site counseling services, we were able to meet the needs of students experiencing temporary and on-going mental health issues. Teachers are able to make referrals for counseling services for students whose learning is impaired by these issues. We also established a partnership with our local health department to provide an on-site health expert able to remedy minor health issues and provide referrals for more serious needs. Our staff worked with these and other professionals to develop 504 Plans for students in need of accommodations to overcome barriers resulting from social, emotional, or physical concerns. Our

Family Resource Center (FRC) also worked with these partners as well as with other community organizations, to meet the needs of students and their families. In addition to providing funding and material resources to meet basic needs, the FRC offered parenting courses, adult education, health and fitness awareness, and other classes designed to enhance the over-all quality of life for our students and their families. A final strategy we used to provide intervention for at-risk students was our use of digital learning. By integrating digital content into the curriculum, students are more engaged and therefore more motivated to attend to instruction. Teachers have participated in professional development designed to help them use electronic resources to align with standards in all content areas, to collect data to assess the effectiveness of the digital content and delivery, and to make adjustments accordingly. Digital resources such as AIMSweb and NWEA have provided management systems for administering assessments, analyzing student data, and planning instructional interventions. Resources such as Accelerated Reading, Starfall, My Capstone Library, Reading Eggs, PBS Learning, Flocabulary, IXL Math and Language, Study Island, YouTube, Brain Pop, News ELA, and Reflex Math have allowed teachers to enrich, differentiate, and scaffold instruction in reading, math, and other subject areas. Web-based applications such as Class Dojo and Remind have provided teachers with resources to motivate students and increase communication with parents. Use of smartboard technology, smart response system clickers, Chrome Books, and iPads have increased student participation and maximized instructional time. Many of the digital resources available to students at school have also been made available for students and parents to use at home to assist with homework and make resources more accessible. Current assessment data indicates the strategies and activities we are currently using are highly effective. Teachers across grade levels are utilizing the Language Arts portion of IXL with more frequency in order to address Language Mechanics deficits, and the District Writing Coach has increased the amount of time she is spending collaborating with teachers in grades 3 through 6. These adjustments will help close the achievement gap in Language Mechanics and will address the achievement gap between males and females in the area of writing.

ATTACHMENTS

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

8. Coordination and integration of programs

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

Guiding Questions:

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

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

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

In addition to Title I Part A funds, which are primarily used to fund three additional certified teachers, WCNE receives 21st CCLC grant monies, Math Achievement Funds, Read to Achieve Funds, Save the Children grant monies, professional development funds, Family Resource Center funds, and money from the Gifted and Talented budget. These funds are used to lower class sizes so that instruction is more effectively differentiated. Also, these funds enable our school to provide pull-out programs for students specifically at-risk in reading and math. During pull-out times, this further reduces class size and makes small group intervention and enrichment a routine that benefits all grade levels and instructional levels. Funds from these sources also assist in improving instruction and increasing student achievement by making it possible for teachers to attend research-based professional development sessions and purchase instructional materials to

implement the new strategies about which they learn. Programs to supplement instruction—Study Island, IXL, Flocabulary, Reading Eggs, to name a few—are funded through a variety of sources to enhance instruction through digital learning. Grant monies from 21st CCLC, which are often matched by other funding sources including in-kind contributions and donations from local businesses and community stakeholders, are utilized to provide programs before school, after school, and during the summer. These programs target math and reading improvement, incorporate STEM activities, and address social-emotional well-being, all of which lead to increased student achievement. Along with programs provided by the FRC, 21st CCLC programs offer opportunities for parents and care-givers to be active participants in their children's education, thereby reducing some of the barriers faced by students in our school. Instruction during both the regular school day and the extended school day is differentiated to meet the needs of all children—from the at-risk to the gifted and talented, those with 504s and IEPs and those without, male and female, etc. Measures are taken to ensure that Title I Part A funds are used to supplement, not supplant existing resources, programs, and staffing needs. Collaboration with the Chief Finance Officer and her department ensures that the federal, state, and local guidelines are followed and compliance with requirements for supplanting is guaranteed.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

Phase III: Closing the Achievement Gap

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Using the School Report Card, we analyzed trends in performance for the groups identified as gap populations in our school, which included Students with Disabilities and Students Eligible for Free/Reduced Meals. The Achievement Gap Group spreadsheet is attached.

ATTACHMENTS

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

II. Achievement Gap Analysis

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

The school climate at Whitley County North Elementary is cordial, inviting, and supportive. When you walk onto our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members are cheerful and affable, students are happily engaged with peers and staff and are clearly treated with fairness and respect, and parents feel welcome and valued. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision. The quality of instruction is high, and educators model and nurture attitudes that emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. 87.6% of the student population is eligible for free/reduced meals, and 24.4% of the student population receives special education services. Because the gap group makes up 91% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley North makes it their top priority to meet the needs of all students.

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

The gap between Proficient/Distinguished scores for Students with Disabilities and all students is the only significant gap in achievement. While there are no gaps in achievement at the moment in the areas of reading and math, and achievement differences between non-gap and gap populations for those subject areas in the past have been minute, we are aware of the necessity to continue to use the strategies and activities presently in use, as outlined in the CSIP, to meet the needs of all students, as the barriers that often lead to student failure continue to be present in our school and community.

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

In the area of Reading, Students Eligible for Free/Reduced Meals increased from the 2015-2016 year score of 60.1 to the 2016-2017 year score of 75.2, and Students with Disabilities increased from the 2015-2016 year score of 67.7 to the 2016-2017 year score of 72.5. In the area of Math, Students Eligible for Free/Reduced Meals increased from the 2016-2016 year score of 50.3 to the 2016-2017 year score of 68.9. The school report card did not show the scores for the Students with Disabilities for the 2015-2016 school year, but the overall gap scores in math from 2016-2017 school year increased by a margin of 18.4 achievement points. Both gap categories (Students with Disabilities and Students Eligible for Free/Reduced Meals) met their delivery targets in the 2016-2017 school year. In the area of Social Studies, the school report card shows that Students Eligible for Free/Reduced Meals did not meet their delivery target for the 2015-2016 school year, and, again, while Students with Disabilities were not reported, the overall score for all Gap Groups met the delivery target by a margin of 1.7 points. For the 2016-2017 school year in the area of Math, Students Eligible for Free/Reduced Meals exceeded their delivery target by 6 points, and the overall Gap Group exceeded their delivery target by 8.1 points. Students with Disabilities received an actual score higher than that of the total gap, but the delivery target was not reported. In the area of Writing for the 2015-2016 school year, Students Eligible for Free/Reduced Meals were not reported, but Students with Disabilities failed to meet their delivery target by a margin of 20.9 points, and the entire Gap Group failed to meet their delivery target by a margin of 10.8 points, a result similar to the population of all students who failed to meet the target score by 11.9 points.

However, for the 2016-2017 school year, Students Eligible for Free/Reduced Meals exceeded their delivery target score by a margin of 8.7 points, and the overall Gap Group exceeded their target score by a margin of 7.6 points. Students with Disabilities were not given a score on the School Report Card, but the overall gap score would seem to indicate they also met their target goal.

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

Based on the analysis of the gap data, all gap groups have made positive progress in all content areas for the 2016-2017 school year. The 2015-2016 school year results indicated a failure to meet delivery targets in the areas of Math and Writing for all Gap Groups and a failure to meet delivery targets in the area of Social Studies for Students Eligible for Free/Reduced Meals. All gap groups have made positive progress in all content areas for the 2016-2017 school year. The 2015-2016 score reflected a regression from the original baseline score of 22.0 in the 2013-2014 year to the 2015-2016 score of 16.7 for the 2015-2016 year. The overall gap group indicates an increase in the score from the baseline score of 32.6 to the 2015-2016 score of 35.3, which was similar to the score for all students (37.5). Although the present scores show progress, with both gap students and non-gap students exceeding delivery targets, this is an area to which we will continue to pay close attention.

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

As the 2016-2017 K-Prep results indicate that all Gap Groups exceeded their delivery targets in all areas, professional development will continue to be based on individual teacher needs as evidenced by TPGES Evaluations, teacher's self-reflections, and professional growth plans. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. The District Writing Specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team-teaching opportunities to special education classes during pull-out sessions.

ATTACHMENTS

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

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

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. The past couple years we provided rewards for perfect attendance at the end of each grading period; however, this year, we have begun rewarding students mid-way through the grading period to provide further incentive for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school. Another barriers that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Our pre-school program uses the Dial-4 assessment which provides standard deviation

and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. Our Kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of pre-school and Kindergarten, many of our students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in Kindergarten who continue to perform below grade level. We will continue these interventions and continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century grant.

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

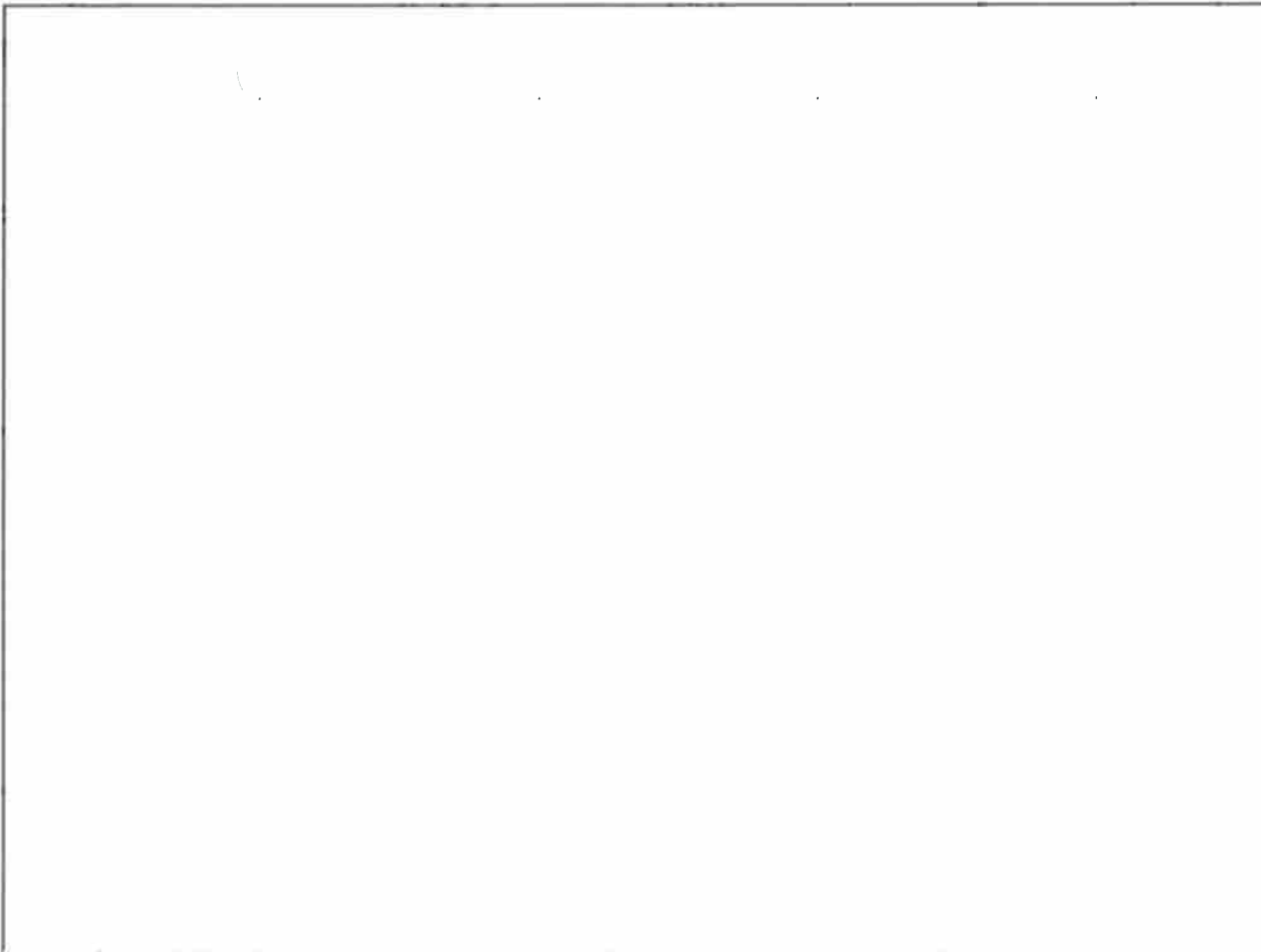
Our school has a unique process designed to involve teachers, leaders, and other stakeholders in the development and revision of the CSIP as well as to monitor its progress in meeting our goal of closing the achievement gap. First, data disaggregation and analysis is a continuous process which takes place throughout the school year. Teachers meet in PLC groups by grade levels on a weekly basis, and much of their time is spent analyzing student progress using formative and summative measures. Teachers also meet with their peers in other grade levels and specialty areas to ensure curriculum alignment, promote continuity of progress for students, and analyze and remedy curricular and/or instructional gaps. Instructional leaders, including the principal, teacher-leaders, and district level instructional specialists participate in these meetings. In addition to weekly PLCs, teachers, leaders, and other stakeholders participate in disaggregation of data when universal screening data from MAP, STAR, and AIMSWeb Plus measures are given, as well as when KPREP and IOWA assessment results are received. The findings from these strategic meetings are used to plan curriculum and instruction, place students, plan professional development, design programs such as 21st CCLC offerings to address student needs, and formulate goals, strategies, and activities outlined in the CSIP. The results of this collaboration are also reported to parents and other stakeholders, such as the SBDM. The ultimate goal of our SBDM Council is to enhance student achievement by developing policies that contribute either directly or indirectly to accomplishing our mission of improving teaching and learning at our school, which will in turn improve student achievement and success. The CSIP provides a focus for the school community in its combined efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the processes adhere to the school's Committee By-laws as described in the CSIP's Executive Summary. Committees are to be responsible for the following:

- Reviewing and analyzing assessment data when it becomes available, identifying needs and causes, and recommending changes in programs and strategies when needed
- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment
- Developing and revising the CSIP, including identifying funding sources and professional development needs
- Reporting twice per year on the progress of implementation of the plan to the SBDM Council through the implementation and impact checks

The CSIP is then sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

III. Planning the Work

Review the following flowchart to aid in completing the work.



Closing the Gap

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

Step 2: Complete your findings and answers.



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

See attached spreadsheet.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Spreadsheet to identify gap group	III
 Measurable Gap Goal	Spreadsheet describing Measurable Gap Goal for 2017	III

Gap Group/Total number of students	Percentage of Total School Population
Students Eligible for Free/Reduced Meals 175	88%
Students with IEP (Disabilities) Total 45	23%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase P/D in Writing for Students with Disabilities by 10% for the 2017-2018 school year	Design, align, and deliver support processes with sub-group focus	*Teachers will collaborate to identify individual and group weaknesses in writing. * All teachers will collaborate with District Writing Specialist to model instructional strategies. * Rubrics will be used to assess student growth. * Scrimmages held each semester will provide KPREP-like practice situation to assess student products.	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student products, use of rubrics and student growth goals, and semester test scrimmages	No additional funding is necessary

2017-2018 Phase III: Goal Builder for Schools

Phase III: Goal Builder for Schools

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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Comprehensive School Improvement Plan 3

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Upload your completed Goal Builder in the attachment area below:


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

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder	Goal Builder for 2017	

1 Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the average combined reading and math K-Prep scores for all students from 72.8 in 2017 by 2% by 2019 as measured by the accountability calculator.																																					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/17—5/18</td><td>Teachers & SBDM Council</td><td>No funding required</td></tr><tr><td>1B</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2A</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2B</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>3A</td><td>8/17—5/18</td><td>Teachers and Principal</td><td>21st CCLC funds</td></tr><tr><td>3B</td><td>8/17—5/18</td><td>Teachers</td><td>Instructional & 21st CCLC funds</td></tr><tr><td>3C</td><td>8/17—5/18</td><td>Teachers and Principal</td><td>PD funds</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/17—5/18	Teachers & SBDM Council	No funding required	1B	8/17—5/18	Teachers	No funding required	2A	8/17—5/18	Teachers	No funding required	2B	8/17—5/18	Teachers	No funding required	3A	8/17—5/18	Teachers and Principal	21 st CCLC funds	3B	8/17—5/18	Teachers	Instructional & 21 st CCLC funds	3C	8/17—5/18	Teachers and Principal	PD funds
Strategy/Activity	Timeline	Person Responsible	Funding Source																																		
1A	8/17—5/18	Teachers & SBDM Council	No funding required																																		
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3A	8/17—5/18	Teachers and Principal	21 st CCLC funds																																		
3B	8/17—5/18	Teachers	Instructional & 21 st CCLC funds																																		
3C	8/17—5/18	Teachers and Principal	PD funds																																		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																
Objective 1: Collaborate to increase the average combined reading and math K-Prep scores for all students from 72.8 in 2017 by 2% by 2019 as measured by the accountability calculator.	1.Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/2017—5/2018 PLC and SBDM Minutes	See chart above																																
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/2017—5/2018 Data Notebooks and PLC Minutes	See chart above																																
	2.Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades,	Summative assessment measures, such as STAR	8/2017—8/2018	See chart above																																

Goal 1: Increase the average combined reading and math K-Prep scores for all students from 72.8 in 2017 by 2% by 2019 as measured by the accountability calculator.					
		and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Reading, MAP, IOWA, Common Assessments, and K-Prep	PD Logs, Teachers' Meeting Agendas, and PLC Minutes	
		B. Teachers will emphasis to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, IOWA, Common Assessments, and K-Prep	8/2017—5/2018 Lesson Plans and Formal/Informal Observations	See chart above
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and K-Prep	8/2017—5/2018 21 st CCLC Program offerings and attendance	See chart above
		B. Teachers will use Study Island, IXL Math and Language, Reading Eggs, Google Classroom, Reflex Math, Flocabulary, Read Theory, News ELA, River Deep, Renaissance Place (A.R.) and BrainPOP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as STAR Reading, MAP, IOWA, Common Assessments, and K-Prep and attendance in 21 st CCLC	8/2017—5/2018 Lesson Plans and Formal/Informal Observations	See chart above
		C. Teachers will participate in Literacy Design Collaborative and Math Design Collaborative meetings and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize math and reading instruction for all students.	Increase in math and reading achievement, as measured by MAP, STAR Reading, IOWA, Common Assessments, and K-Prep	8/2017—5/2018	See chart above
Objective 2:					

2: Gap
State your Gap Goal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 71.7 in 2017 by 2% by 2019 as measured by the accountability calculator.						
Objective	Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <div><div>1. KCWP 1: Design and Deploy Standards</div><div>2. KCWP 2: Design and Deliver Instruction</div><div>3. KCWP 3: Design and Deliver Assessment Literacy</div><div>4. KCWP 4: Review, Analyze and Apply Data</div><div>5. KCWP 5: Design, Align and Deliver Support</div><div>6. KCWP 6: Establishing Learning Culture and Environment</div></div>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <div><div>• KCWP1: Design and Deploy Standards - Continuous Improvement Activities</div><div>• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</div><div>• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</div><div>• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</div><div>• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</div><div>• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</div></div>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 71.7 in 2017 by 2% by 2019 as measured by the accountability calculator.					
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 71.7 in 2017 by 2% by 2019 as measured by the accountability calculator.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in RTA, MIT, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and STAR Reading results; RTA, MIT, & Title I schedules	9/2017—5/2018 Progress Reports for students receiving services	See chart above
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention.	Student growth, as evidenced by MAP, STAR Reading, & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	See chart above
		C. Teachers will collaborate with RTA, MIT, STC, Title I, and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	9/2017—5/2018 PLC minutes and Progress monitoring data	See chart above
	2. Design, Align and Deliver Support	A. RTA, MIT, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	On-going Student data notebooks and teacher schedules	See chart above
		B. Teachers will collaborate with their peers, instructional leaders, and district curriculum specialists and instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	See chart above
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Reflex Math, River Deep, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep.	On-going Lesson Plans and Formal/Informal observations	See chart above
		D. 21 st CCLC staff will collaborate with classroom teachers, RTA, MIT, Title I, and Special Education instructors to differentiate, provide	Student achievement and growth, as evidenced by	On-going	See chart above

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 71.7 in 2017 by 2% by 2019 as measured by the accountability calculator.					
		remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	MAP, STAR Reading, IOWA, and K-Prep.	MAP, STAR Reading, K-Prep results	
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	See chart above
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by MAP, STAR Reading, IOWA, and K-Prep; data from Tell KY Survey	On-going Student data notebooks	See chart above

3: Graduation rate

State your **Graduation rate** Goal

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

Goal 3:					
		Activities <ul style="list-style-type: none"> KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

4: Growth

State your **Growth** Goal

Goal 4: Increase the student growth percentile by 2% from the current score of 82.2% as measured by the accountability calculator.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 13. KCWP 1: Design and Deploy Standards 14. KCWP 2: Design and Deliver Instruction					
Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement Activities		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.			
		Strategy/ Activity	Timeline	Person Responsible	Funding Source

Goal 4: Increase the student growth percentile by 2% from the current score of 82.2% as measured by the accountability calculator.						
15. KCWP 3: Design and Deliver Assessment Literacy 16. KCWP 4: Review, Analyze and Apply Data 17. KCWP 5: Design, Align and Deliver Support 18. KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	1A	8/17-5/18	Teachers	MIT grant	
		1B	8/17-5/18	Teachers	MIT, RTA, STC grants	
		1C	8/17-5/18	Teachers & Principal	Instructional & 21 st CCLC	
		2A	8/17-5/18	Teachers	PD funds	
		2B	8/17-5/18	Teachers	21 st CCLC, MIT, RTA, STC grants	
		2C	8/17-5/18	Teachers	21 st CCLC grant funds	
		3A	8/17-5/18	Teachers & Principal	No funding required	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the student growth percentile by 2% from the current score of 82.2% as measured by the accountability calculator.	1. Design, Align and Deliver Support	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.		MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2017—5/2018 Data notebooks	See chart above
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.		MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2017—5/2018 Data notebooks	See chart above
		C. Teachers will use IXL, Study Island, Reading Eggs, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, Renaissance Place, and BrainPOP, and River Deep to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.		MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2017—5/2018 Data notebooks	See chart above
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.		MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/2017—5/2018 Data notebooks	See chart above
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring		MAP, formative and	8/2017—5/2018	See

Goal 4: Increase the student growth percentile by 2% from the current score of 82.2% as measured by the accountability calculator.					
		assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, or extended learning through the 21 st CCLC program.	summative assessment data, K-Prep results, data notebooks, and PLC minutes	Data notebooks	chart above
		C. 21 st CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, IOWA, and K-Prep data will be used to identify instructional needs.	MAP, IOWA, K-Prep results, data notebooks, and PLC minutes	8/2017 –8/2018 21 st CCLC program data	See chart above
	3. Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Scrimmage test results	12/2017—5/2018 Scrimmage test data and PLC minutes	See chart above
Objective 2:					

5: Transition readiness
State your Transition readiness Goal

Goal 5: Increase the percentage of students who are transition ready in the area of writing by 10% from the current percentage of 61.8%.								
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 19. KCWP 1: Design and Deploy Standards 20. KCWP 2: Design and Deliver Instruction 21. KCWP 3: Design and Deliver Assessment Literacy		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement		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. <table><tr><td>Strategy/ Activity</td><td>Timeline</td><td>Person Responsible</td><td>Funding Source</td></tr></table>	Strategy/ Activity	Timeline	Person Responsible	Funding Source
Strategy/ Activity	Timeline	Person Responsible	Funding Source					

Goal 5: Increase the percentage of students who are transition ready in the area of writing by 10% from the current percentage of 61.8%.

22. KCWP 4: Review, Analyze and Apply Data 23. KCWP 5: Design, Align and Deliver Support 24. KCWP 6: Establishing Learning Culture and Environment	Activities <ul style="list-style-type: none">KCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	1A	8/17-5/18	Teachers	No funding required
		1B	8/17-5/18	Teachers	Instructional & 21 st CCLC
		1C	8/17-5/18	Teachers	No funding required
		2A	8/17-5/18	Teachers & Principal	No funding required
		2B	8/17-5/18	Teachers	No funding required
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the percent of students scoring Proficient/Distinguished in the area of writing by 5% per year, as measured by K-Prep.	1. Design and Deliver Instruction	A. Teachers in all grade levels will ensure that grammar mechanics and writing are being taught at the optimal instructional level to promote success. Instruction will be aligned with common core curriculum and will address the content outlined in the district writing plan. Students will be provided differentiation to address their individualized needs.	Student performance on K-Prep, as well as individual performance on formative and summative writing products and mechanics assessments	8/17-5/18 Data notebooks and Scrimmage Test results	See above table
		B. Teachers in all grade levels will use IXL and Study Island to extend practice in Language Mechanics and Writing, to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students. Teaches will collaborate with 21 st CCLC staff to further address individual strengths and weaknesses during after-school and summer school programs.	Student achievement on K-Prep, MAP Language, Common Assessments, Scrimmage Tests, classroom tasks, and IXL reports	8/17-5/18 Data notebooks, IXL reports, and Scrimmage Test results	See above table
		C. Teachers in accountability grades will administer writing assessments and grammar mechanics assessments in formats similar to K-Prep in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on the K-Prep assessment for writing assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	8/17-5/18 Data notebooks and Scrimmage Test results	See above table
	2. Design, Align and Deliver Support Review, Analyze and Apply	A. Teachers will collaborate with District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on K-Prep, as well as individual performance	8/17-5/18 Scrimmage Test	See above table

Goal 5: Increase the percentage of students who are transition ready in the area of writing by 10% from the current percentage of 61.8%.					
	Data		on formative and summative writing products	results and PLC Minutes	
		B. Students will track their progress in writing and in grammar mechanics, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. Students in 5 th and 6 th Grades, for example, will be presented with on-demand tasks that address situations encounter in and/or important to middle school aged students. These strategies will increase student engagement, self-awareness, and motivation.	Student performance on K-Prep, as well as individual performance on formative and summative writing products	8/17-5/18 Data notebooks	See above table

6: Other (optional)
State your Other Goal (optional)

Goal 6:		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ol style="list-style-type: none"> 25. KCWP 1: Design and Deploy Standards 26. KCWP 2: Design and Deliver Instruction 27. KCWP 3: Design and Deliver Assessment Literacy 28. KCWP 4: Review, Analyze and Apply Data 29. KCWP 5: Design, Align and Deliver Support 30. KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 6:

		<ul style="list-style-type: none">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

2017-2018 Phase III: Executive Summary for Schools

Phase III: Executive Summary for Schools

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Whitley County North Elementary was built in 1993 and consolidated two existing elementary schools—Woodbine Elementary and Rockholds Elementary. It is located in Whitley County, Kentucky on Highway 26, between the towns of Williamsburg and Corbin and serves the communities of Woodbine and Rockholds. The building housing Whitley County North Elementary is an attractive 55,243 square foot facility with spacious classrooms, all outfitted with Smart Board technology. A soccer field, football field, baseball diamond, playgrounds, and an outdoor classroom surround an inviting campus which provides the community with many opportunities for educational and recreational experiences. Whitley County has a population of 36,096, 97.1% of whom are white, 0.8% African American, 1% Hispanic, and 1.4% two or more races. The median household income is \$31,014 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$43,740 with 18.5% at the poverty level. The demographics of our students are similar to those of the county with 94.4% of our students being white, 0.9% African American, 2.9% Hispanic, 0.9% Asian, and 0.9% two or more races. 87.6% of our students are eligible for free or reduced lunch, as compared to 80.7% of the students in the Whitley County School District and 60.8% of the students in the state of Kentucky. Whitley County North Elementary serves about 350 students in Preschool through 6th Grade. We have three preschool classrooms, two Kindergartens, two 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and three 6th grade classrooms. While we have a lower average number of students identified as Gifted/Talented (WCNE 8.8%) than the district average (14.1%) and the state average (15.4%), we have a higher than average number of students qualifying for Special Education (24.4%) as compared to the district average of 20.7% and the state average of 13.7%. We also have a higher number of students who are homeless--7.6% vs. 4.6% (District) and 4.1% (State). The instructional staff of Whitley County North Elementary, which consists of twenty-eight certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. 87.5% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 15.6 years. They attend a wide variety of professional development offerings provided at the school, as well as through the Whitley County Board of Education. In addition to fifteen homeroom teachers, we have five special education teachers, two Read to Achieve teachers, one Save the Children reading specialist, one MIT math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 3rd through 6th Grades, and a Speech/Language pathologist, who collaborate to meet the needs of all students. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, all of whom collaborate with their peers to incorporate arts, music, theater, literature, movement, and practical living into our curriculum. The classified staff consists of five instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by nine bus drivers and bus aides as well as four cafeteria staff. We have one full time, certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community need that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides one full-time counselor and one

part-time counselor for on-site services, during the school day, after school, and during the summer. Whitley County Health Department provides an itinerant nurse, and the school district provides an itinerant physical therapist and an itinerant occupational therapist. We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary. Beyond their regular classroom opportunities, they can discover hidden talents and explore their interests through participation in the 21st Century Flash after-school and summer programs. These programs provide opportunities to engage in archery, music composition, drama, academics, journalism, photography, yearbook, CSI, art, and tutoring. Gifted and Talented Education programs are implemented, as well as programs for Special Education students. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 13:1 student teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, and language skills for students to use at school and at home. Most importantly, we have utilized the 21st Century program to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students.

ATTACHMENTS

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

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment". We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies. In addition to the exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by an MIT (math intervention teacher) and two RTA (Read to Achieve) teachers using Reading Recovery and Comprehensive Intervention Model in small

group and one-on-one instruction. Save the Children Reading interventionist, assistant, and volunteers provide small group and individualized instruction to students in Kindergarten through 6th Grade. A Title 1 math interventionist provides whole group collaboration, small group instruction, response to intervention support, and one-on-one tutoring for 3rd through 6th grade students struggling in math. Tutoring and homework help during before- and after-school 21st Century programs provide re-teaching and intensive instruction to students lacking homework help at home and students requiring more time to learn content. A summer program provides remediation and enrichment activities for all students who want to attend. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals. We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement. Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are eligible to and encouraged to participate in extracurricular activities such as 21st Century programs, Academic Academy, sports programs, such as soccer, football, cheer leading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extra-curricular activities, and sports. According to the 2017 K-Prep Assessment Results, 72.6% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 64.3% of district students and 54.3% of state students. In Math, 66.0% of WCNE students scored at the Proficient/Distinguished level, as compared to 56.9% at the district level and 49.1% at the state level. Similarly, 64.8% of the WCNE Non-Duplicated Gap Group scored at the P/D level, compared to 54.6% of district students and 40.2% of state students. In the area of Social Studies, 84.5% of WCNE students scored at the P/D level, as compared to 74.1% of district students and 60.0% of state students. 60.2% of WCNE students scored at the P/D level in Writing, as compared to 53.9% of district students and 45.9% of state students. In the area of Language Mechanics, 57.0% of WCNE students scored at the P/D, as compared to 68.1% of district students and 55.6% of state students. Our performance levels increased across all content areas: Reading P/D scores increased by 12.3%, Math P/D scores increased by 16%, Social Studies P/D increased by 15.3%, Writing P/D increased by 24.8%, and Language Mechanics P/D increased by 11.8%. Students in the Non-Duplicated Math group increased the rate of P/D scores by 15.7%, and the number of students scoring Novice in that

group declined by 5.7%. As a result of the gains we made for the 2016-2017 K-Prep, WCNE received 6 awards from the South East South Central Coalition (SESC) for the following achievements: Top 10 Gap, Top 10 Growth, Silver Medalist in Growth, Silver Medalist in Gap, Most Improved Gap, and Most Improved Achievement. For the 2015-2016 academic year, we were well above the district and state averages in Achievement points and Gap points for the area of Social Studies. Our score of 75.8 percent of students scoring Proficient/Distinguished was more than 10 points above the district score and 27.9 points above the state score. We were particularly proud of our student growth percentile scores in reading. Our student growth percentile for reading was above the district by 2.3% and above the state by 8.1%. Our overall score for students scoring a proficient/distinguished in reading reflected a 4.8 percent higher average than the state. We were particularly pleased with our 5th grade scores in all areas. We were below both the district and the state averages for students scoring novice in reading (9.9% lower than the state), math (7.0% lower than the state), social studies (6.1% lower than the state), and writing (9.2% lower than the state). Our 5th Grade was also above both the district and state averages for students scoring proficient/distinguished in reading (11.3% higher than the state) and in math (5.0% higher than the state). We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the county and state. Language Mechanics is our primary area of concern. Despite increasing the number of students scoring Proficient/Distinguished from 45.2 during the 2015-2016 year to 57.0 for the 2016-2017 K-Prep assessment, this score remains below the district average of 68.1%. Also, there is a slight difference between the number of girls and boys scoring P/D in both Reading and Math, with boys outscoring girls by 14.4% in Reading and 10.4% in Math. At the same time, girls scoring P/D in writing outnumbered boys by 19.9%. This is unacceptable and of some concern. Therefore, we have already begun implementing plans for addressing this gap in achievement. To address the gap in reading and math between boys and girls, individual attention will be paid to the achievement of specific students, with differentiation of instruction being the primary instructional approach. This strategy will also be employed to address the gap in writing. Also, teachers in all grade levels will make a conscious effort to utilize writing topics with high interest levels for both males and females. Furthermore, we have scheduled time from the district writing specialist in planning small focus groups to meet the instructional needs of all ability levels and genders in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate individual and group performance on both formative and summative measures of reading, math, and language/writing proficiency and will adjust instruction to meet student needs accordingly. We see that the plans for improvement that we have implemented have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in the areas of writing and language mechanics. Also, teachers will continue to format Daily Oral Language and other Language Mechanics activities in a similar mode as that used on the KPREP assessment. Teachers have attended and will attend more writing professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also continue to use IXL and Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need. We have adopted a policy through our SBDM that addresses writing improvement. We will be concentrating on maximizing instruction time and putting a greater emphasis on writing mechanics and on-demand writing in all grades. In addition, the district writing specialist will be scheduled for cooperative teaching lessons in all classrooms in grades 3-6 and will support teachers' efforts to maximize and individualize writing instruction. Whitley North has a highly competitive sports program which includes our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and the academic team. We typically finish 1st or 2nd in the district each year. This

year, our girls' 5th – 6th basketball team was the season runner-up, and our academic team is on track to continue their tradition of being regular season quick recall champs, tournament quick recall champs, and overall tournament champs. We also had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, Social Studies, Science, and Arts & Humanities. Finally, students in grades 4-6 always participate in a variety of 4-H activities, and several won ribbons at the district level and went on to represent our school at the state level. As you can see, while Whitley North has many notable achievements in the last three years, we are continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth in all areas, with a particular goal of becoming a School of Distinction with a move into the top 5% of schools in the state. We are going to continue our steady growth in the areas of Reading, Math, Writing, and Language Mechanics. This fall, we revamped our 21st Century programs to keep our previous domination in the area of science strong and moving forward, and we plan to implement other new programs in the spring to further challenge our students. Although we have made significant gains, we will be continuing to push forward, setting even higher goals to be reached for our academic, extra-curricular, and athletic programs.

ATTACHMENTS

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

Additional Information

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

The staff of Whitley County North Elementary will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Teachers, the principal, and other staff have an excellent working rapport and will work cooperatively to maximize their instructional opportunities to meet the needs of all students. Through hard work, dedication, and a willingness to employ innovative, research-based instructional methods, our staff will continue to help students demonstrate maximum growth and achievement.

ATTACHMENTS

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

ATTACHMENT SUMMARY

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

Program Assurance Document

Whitley County North Elementary School

Larry Brown
6670 Hwy 26
Rockholds, Kentucky, 40759
United States of America

Last Modified: 02/27/2018

Status: Locked

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Program Assurance Document

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

Program Assurances Document

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

Choose Yes or No for each statement

Writing Program Assurances

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

1. All students will be recipients of writing instruction/experiences throughout the school year.
 - ☒ Yes
 - ☐ No
2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.
 - ☒ Yes
 - ☐ No
3. Students will write for a variety of audiences and purposes throughout the school year.
 - ☒ Yes
 - ☐ No
4. Consistent and timely feedback is provided to improve and guide students' writing skills.
 - ☒ Yes
 - ☐ No

Global Competency/World Languages Program Assurances

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

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

(1). (Required for High Schools only)

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☒ **Yes**
- ☐ No

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

- ☒ **Yes**
- ☐ No

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

- ☒ **Yes**
- ☐ No

Visual and Performing Arts Program Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

Practical Living and Career Studies (PLCS) Program Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

K-3 Assurances

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

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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