

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Whitley County North Elementary School

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United States of America

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Status: Locked

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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 36,242 people, 96.9% of whom are white, 0.9% African American, 1.3% Hispanic, and 1.4% two or more races. The median household income is \$34,103 with 26.5% of the population below the poverty level; the median household income for the state of Kentucky is \$46,535 with 16.9% at the poverty level. The demographics of our students are similar to those of the county with 92.5% of our students being white, 1.6% African American, 4.7% Hispanic, and 1.6% two or more races. 90% of our students are eligible for free or reduced lunch, as compared to 81.1% of the students in the Whitley County School District and 60.7% of the students in the state of Kentucky. Whitley County North Elementary serves about 360 students in Preschool through 6th Grade. We have three preschool classrooms, two Kindergartens, three 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, one 4th grade classroom, two 5th grade classrooms, and two 6th grade classrooms. While we have a lower average number of students identified as Gifted/Talented (WCNE 6.2%) than the district average (13.6%) and the state average (14.6%), we have a higher than average number of students qualifying for Special Education (32%) as compared to the district average of 22.7% and the state average of 14%. We also have a higher number of students who are homeless (12.5% vs. 6.8% (District) and 3.7% (State)). One of our greatest challenges presently is the declining rate of our Kindergarten Readiness scores. Each year, incoming Kindergartners are assessed to determine whether they are ready to engage in educational processes and learn new skills. The state average in Kentucky is 51.1%. Our students are significantly behind when they enter Kindergarten with only 26.3 % of our students deemed “ready”. Our Kindergarten Readiness score has dropped every year over the past several years despite new programs implemented to provide a variety of Preschool services. The instructional staff of Whitley County North Elementary, which consists of twenty-six 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 16 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 for Grades K-6, one Save the Children early childhood interventionist, 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 are certified in their area of instruction and collaborate with their peers to incorporate arts, music, theater, literature, technology, movement, physical education, 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 needs 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 two full-time counselors for on-site services, during the school day and during the summer. Whitley County Health Department provides an itinerant nurse, and the school district provides an itinerant physical therapist and an occupational therapist. We also have a partnership with a local medical office, Bryant Family Medicine, to provide medical diagnosis, treatment, and education via videoconferencing technology. 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. Although our 21st Century Flash after-school and summer programs--which we depended upon to provide opportunities to explore cultural and educational interests in addition to tutoring--was not funded for this year, we plan to seek funding for next year. We currently provide after-school reading services for students who qualify as at-risk readers, and in February we will utilize Extended School Services funds to provide tutoring services to students who are at risk of not meeting grade level exit criteria and expectations. To address the needs of exceptional students, Gifted and Talented Education programs are implemented, as well as Special Education programs. 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 12:1 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, language, science, and social studies skills for students to use at school and at home. Each year, we have replaced aging technology hardware, such as Smart Boards and outdated computers with new projectors and Chromebooks to reach our goal of having 1:1 classrooms. Presently, our student to computer ratio is 1.3:1. Our ultimate goal is to eliminate all barriers to learning for all our students.

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 the

Kentucky Academic 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, while a STC Early Childhood Interventionist provides services for families and children ages birth to 3 year old. A Title 1 math interventionist provides whole group collaboration, small group instruction, and one-on-one RTI for 3rd through 6th grade students struggling in math. Our Save the Children programs provide after-school services to provide remediation and enrichment activities for all students who qualify as at-risk in the area of reading. 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 encouraged to participate in extracurricular activities such as Academic Academy, sports programs, such as soccer, football, cheerleading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, Girl Scouts, 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.

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, extracurricular activities, and sports. According to the 2017-2018 K-Prep Assessment results, WCNE continues to maintain a greater percentage of students scoring at Proficient/Distinguished levels than both the district and state in Reading and Math (Reading: WCNE 71% > district 68.5% > state 54.6%; Math: WCNE 64.5% > district 62.1% > state 48.6%). Also, while the number of students scoring at the P/D level in math declined 1.4% from the 2017-2018 assessment to the 2018-2019 assessment, we met the goal we set last year of reducing the percentage of 3rd Grade students scoring at the Novice level in math from 20.9% in

2017-2018 to 3.7% in 2018-2019, for an overall reduction of Novice by 17.2%. 3rd Grade students scoring at the Proficient/Distinguished levels also moved from 20.9% to 55.5%, for a 34.6% gain from 2017-2018. In 4th Grade, students scoring Proficient/Distinguished increased from 31.8% in 2017-2018 to 40% in 2018-2019, an increase of 8.2%, and the Novice scores for that same group decreased from 6.8% in 2017-2018 to 2.2% in 2018-2019, a decrease of 4.6%. Meanwhile, there were no Novice Math scores in 6th Grade for the second year in a row. According to the IOWA assessment for the 2018-2019 school year, Whitley North 2nd Graders had the highest English Language Arts National Percentile Ranking in the district with an NPR of 81, and our Kindergarten had the second highest ELA NPR in the district with an NPR of 95. These Kindergarten scores are especially impressive when weighed against the fact that Whitley North--with only 22.8% of Kindergartners rated as Ready--has the lowest Kindergarten Readiness score in the district--the average of which is 43.1% rated as Ready--and a rate that is 16.9% lower than the state average. Also, our Proficiency Rating of 86.5 was only 3.5 points from moving from the high category to the very high category. And, with a Separate Academic Indicator of 75.4, and a Growth Indicator of 60.7, WCNE's overall performance is in the high category according to the new accountability profile. Therefore, with a rating of HIGH in all three categories--Proficiency, Separate Academic Indicator, and Growth--Whitley North has a rating of 4-Stars. According to the 2017-2018 K-Prep Assessment results, 80% of Whitley County North Elementary students scored at the Proficient/Distinguished level in Reading, as compared to 71.4% of district students and 54.6% of state students. This was a 7.4% increase from the 2016-2017 score. In Math, 65.9% of WCNE students scored at the Proficient/Distinguished level, as compared to 64.8% at the district level and 48.8% at the state level. While this score represented a regression of 0.1%, it remained higher than the percentage of district and state students scoring P/D in Math. Students in the Non-Duplicated Math group increased the rate of P/D scores by 0.9%, and the number of students scoring Novice in that group declined by 0.5%. Furthermore, the number of students scoring at the Novice level decreased at all grade levels. In the area of Social Studies our school continued to dominate with 72.1% of WCNE students scoring at the P/D level, as compared to 66.7% of district students and 53% of state students. According to the 2016-2017 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. While we are very proud of our school for our overall continuity of progress toward proficiency, we do have some areas of concern. First of all, while we continued to show a steady rise in scores in Reading and Science and scores in Math continued to exceed both district and state proficiency scores, we did lose momentum in Math, Social Studies, and Writing. Math P/D scores decreased by 0.1% in 2017-2018 and by 1.3% in 2018-2019, Social Studies P/D decreased by 12.4% in 2017-2018 and by 6.2% in 2018-2019, and Writing P/D decreased by

13.7% in 2017-2018 and by 2.6 in 2018-2019. While the overall percentage of students scoring Novice in Math was down, the overall percentage of students scoring at the Proficient/Distinguished level was also down. Therefore, while overall math growth is always a focus, extra attention will be paid to moving all students to a Proficient/Distinguished level. Social Studies will also be further analyzed due to the drop in proficiency. However, the decrease in Writing scores is a primary area of concern, as our writing achievement had been showing a steady positive trend. Analysis shows a shift in the number of students scoring at the Apprentice and Proficient levels (Novice 2017--1.9%, 2018--0%, 2019--4.9%; Apprentice 2017--34.6%, 2018--53.5%, 2019--51.2%; Proficient 2017--61.5%, 2018--32.6%, 2019--39%; and Distinguished 2017--1.9%, 2018--13.6%, 2019--4.9%). In addition to reviewing writing strategies used last year and planning more collaboration time with the District Writing Specialist, we are continuing to use a supplemental writing curriculum (Ready Writing) for Kindergarten through 6th Grade. Teachers will continue to work together across grade levels and content areas during PLC Meetings to analyze student writing products in order to plan writing instruction and address needs for differentiation. Science is another area of concern. While we decreased our percentage of students scoring Novice by 4.6% (from 6.8% to 2.2%) and increased the percentage of students scoring at the Proficient/Distinguished levels by 8.2% (from 31.8% to 40%), we recognize that there is much room for growth. Our proficiency score is 5.8% below the district average (On a positive note, our Science proficiency score is 8.3% above the state proficiency level). Our teachers are working across grade levels to ensure that all NGSS content is being taught and that students are being assessed in a manner similar to the format of the K-Prep assessment. Also, the District Science Specialist will continue to be invited to collaborate with teachers to plan instructional activities designed to address areas of growth. Teachers will continue to use supplemental programs such as Mystery Science, Generation Genius, Study Island, BrainPOP, and Science Daily to promote scientific inquiry. We have also added Science to our IXL subscription to give teachers more resources for differentiation, remediation, and enrichment in the area of Science. Finally, an achievement gap continues to exist in performance between girls and boys. For the 2016-2017 school year, boys scoring Proficient/Distinguished outnumbered girls in both Math (by 10.4%) and in Reading (by 14.4%); for the 2017-2018 school year, boys outnumbered girls in scoring P/D in Math (by 8.7%) but girls outnumbered boys in scoring P/D in Reading (by 1.4%). In Science, boys scoring P/D outnumbered girls scoring P/D by 25.6%, while in Social Studies, girls scoring P/D outnumbered boys scoring P/D by 19.3%. Girls also continued to outscore boys scoring P/D in the area of Writing by 13.1%. For the 2018-2019 school year, girls continued to outscore boys in by a negligible percentage of 0.4 in Reading and by a significant percentage of 10% in Writing. However, boys scoring P/D outnumbered girls in Math (by 8.7%), in Science (by 20.8%), and in Social Studies (by 5.5%). 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. 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 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 implemented last year 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 all content areas. We will concentrate on maximizing instructional time and put a greater emphasis on writing mechanics and on-demand writing in all grades. In addition to an

outstanding academic program, Whitley North has competitive sports and extra-curricular programs which include our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and an academic team. We typically place in district tournaments each year. Recently, our girls' 3rd-4th grade basketball team was the season runner-up. Our academic team has been regular season quick recall champs, tournament quick recall champs, and overall tournament champs for the past several years and continued the tradition of being in the winners' circle with a second place spot for regular season play and tournament competition. In this year's tournament, we had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, Social Studies, and Arts & Humanities. Also, we have students who participate in district archery events who are selected to compete in state and national archery competitions through the 3-D Archery program. Finally, students in grades 4-6 always participate in a variety of 4-H activities, and several win ribbons at the district level and go on to represent our school at the state level each year. In addition to student achievements, we also have some staff achievements we have celebrated. Mrs. Deloris Pace, a special needs instructional assistant, has published and successfully marketed a novel which is set in the Appalachian Mountains. Also, Mrs. Nicki Bryant and Mrs. Melinda Claxton have achieved National Board Certification. As you can see, while Whitley North has had many notable achievements in the last three years, and 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. We are going to continue our steady growth in all content areas. Last 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 reapply for the grant that will allow us to continue to offer those programs to students. Although we have made significant gains, we will be continuing to push forward, setting even higher goals to be reached for our academic, extracurricular, and athletic programs.

Additional Information

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

N/A

Additional Information

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

The 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.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County North Elementary School

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Rockholds, Kentucky, 40759
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The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Larry Brown 8/26/2019

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Whitley County North Elementary School

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Following the release of the K-Prep Assessment School Report Card and the use of a disaggregation template designed to assist with organizing K-Prep data for 3rd--6th Grade , each team completes the first round of data analysis and presents their findings to all staff and other stakeholders. Likewise, data from the IOWA assessment administered to students in Kindergarten--2nd Grade is analyzed. All current certified staff members are required to participate in data disaggregation sessions. District level staff, classified staff, and current S.B.D.M. members are notified and invited to attend as well. Significant weaknesses, gaps, and concerns--as well as strengths and celebrations--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 as we drill down the data to grade level, class level, and individual student performance along with 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 monthly during PLC meetings, which are documented in PLC minutes and reported to the principal, who keeps the S.B.D.M. Council updated.

Current State

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

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

According to the 2018-2019 K-Prep Assessment Results, Whitley County North Elementary students scored a Proficiency Rating of 71% in Reading, as compared to 68.5% of district students and 54.6% of state students. In Math, WCNE students scored a Proficiency Rating of 64.5%, as compared to 62.1% at the district level and 48.6% at the state level. In the area of Social Studies, WCNE students scored a Proficiency Rating of 65.9%, as compared to 69.2% of district students and 53% of state students. WCNE students scored a Proficiency Rating of 43.9% in Writing, as compared to 54.2% of district students and 46.6% of state students. In the area of Science, WCNE students scored a Proficiency Rating of 40%, as compared to 45.8% of district students and 31.7% of state students. We received a 4 star rating and was determined to have no significant achievement gaps. Our overall Proficiency Rating of 86.5 is in the high range, as is our Separate Academic Rating of 75.4 and our Growth Rating of 60.7. According to IOWA data for the 2018-2019 school year, Kindergarten students scored at the 95th percentile in English Language Arts and at the 84th percentile in Math. 1st Grade students scored at the 64th percentile in ELA and at the 69th percentile in Math. 2nd Grade students scored at the 81th percentile in ELA and at the 80th percentile in Math. In reviewing non-academic data, the School Report Card indicates that 87.5% of our teachers have either a Master's Degree or Rank I, which is 10.8% higher than the state average. Also, the average number of years of experience among our teachers is 16 years, as compared to the district average of 13.7 years and the state average of 12 years. However, at 93.6% (which is up 0.1% from last year), our average daily attendance for students is slightly higher than the district average of 93.3% and lower than the state average of 94.2%, and our student teacher ratio of 12:1 is lower than the district ratio of 13:1 and the state average of 15:1.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

One of our primary concerns is Writing. According to the 2018-2019 K-Prep Assessment, only 43.9% of our students scored at the proficient or distinguished level, which is below the district percentage of 54.2% and the state percentage of 46.6%. Social Studies is our next concern, with only 65.9% of our students scoring at the Proficient/Distinguished level, while the district average is 69.2%. This reflects a decrease of 6.2% from the 2017-2018 school year. Another concern is Science. While our scores increased by 8.2% from the 2017-2018 school year, and our Proficiency Rating is 8.3% above the state level, we are still 5.8% below the district average. Finally, while our Math Proficiency Rating of 64.5% is above the district (62.1%) and state (48.6%) averages, this is a 1.4% decline from the 2017-2018 academic year, and we will, therefore, be analyzing our math program to examine possible causation factors. Another area of concern revealed by the data is the disparity in Proficient/Distinguished scores between Reading, Math, and Social Studies as compared to Writing and Science. The percentage of students performing at the Proficient/Distinguished levels vs. the percentage scoring at the Novice/Apprentice levels in Reading (71% P/D vs. 29% N/A), Math (64.6% P/D vs. 35.4%), and Social Studies (65.8% P/D vs. 34.2% N/A) is far greater than the percentage of students performing at the Proficient/Distinguished levels in Writing (43.9% P/D vs. 56.1% N/A) and Science (40% P/D and 60% N/A). To investigate this disparity, instructional practices in our Science and Writing programs will be evaluated for rigor and implementation of curriculum maps, common core-aligned instructional materials, and district guidelines. Overall, there was a slight increase in the percentage of students scoring at the Novice level across all grade levels in Reading, and an increase in the percentage of students scoring at the Novice level in 4th and 5th grades in Math. To analyze the increase in Novice and Apprentice scores, individual student performance was examined and plans made to address individual student needs. Likewise, while more females than males scored at the Novice level in all areas, individual student analysis indicates contributing factors unrelated to instructional practices. No significant gap exists between Students with Disabilities and Students without Disabilities, as compared to the District and the State. Student growth is another area of concern as our growth score of 60.7 is only 0.7 above the cut-off score for medium growth, which means we barely attained a rating of high growth. Data disaggregation reveals two groups to examine further as we begin our analysis of this data--female students have low growth across the board in Reading, with 32.8% showing no growth at all, and students designated as homeless showed low growth in both reading and math, with 40% of homeless students showing no growth at all in Reading and 80% showing little or no growth in Math. Growth scores for other groups were similar. Student growth is a priority and will be a primary focus during PLC meetings this year. Finally, we will be analyzing individual student data and demographics to determine whether the differences in scores between classes in each grade level on the IOWA assessment is a result of instructional practices or individual student needs. For example, the National Percentile Ranking of one Kindergarten class in Math is at the 93rd percentile, as compared to a second class scoring at the 79th percentile and a third class scoring at the 74th percentile.

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 in Reading increased from 72.6% in 2016-2017 to 80% in 2017-2018, but dropped 1.6% to 71% in 2018-2019. This score is above the district score (68.5%) by 2.5% and above the state (54.6%) by 16.4%. In Math, scores have decreased slightly over the past two years--by one-tenth of a percent to 65.9% for the 2017-2018 assessment and by 1.4% for the 2018-2019 assessment. We remain, however, above both district and state averages (2.4% above the district (62.1%) average and 15.9% above the state (48.6%) average). Likewise, the area of Writing has shown a slight decline over the past two years. In Writing, the percentage of students scoring at the Proficient/Distinguished level was 46.5% for 2017-2018, a score which was 10% below the district (56.5%) average and 6% above the state (40.5%) average. For the 2018-2019 assessment, students scoring at the Proficient level or above (43.9%) decreased 2.6%, a score which is 10.3% below the district (54.2%) average and 2.7% below the state (46.6%) average. In Social Studies, the number of students scoring at the Proficient/Distinguished levels has always been above both the district and the state (2017 WCNE 70.2%, district 66.7%, and state 53%); however, for the first time ever, WCNE's Social Studies Proficiency Rate is below the district average by 3.3%, with a score of 65.9%. We continued to exceed the state average by 12.9%. Therefore, while proficiency percentages in Reading and Math are higher than both district and state averages, our school's decline in the number of students scoring at the Proficient and Distinguished levels in the areas of Reading, Math, Writing, and Social Studies will be addressed. In Science, the 2017-2018 score of 31.8% was below the district (44.4%) but above the state (30.8%). The trend continued for the 2018-2019 assessment, with the Proficiency Rating of 40% being below the district (45.8%) but above the state (31.7%). Our review of IOWA data shows that despite having fewer students coming to school prepared for Kindergarten, our students are continuing to perform at proficient levels. Whitley North Kindergartners scored a Core Composite NPR of 87 for the 2018-2019 year (only a slight drop from the 2017-2018 year at an NPR of 89. Whitley North 1st Graders attained a Core Composite NPR of 89 for both the 2017-2018 and 2018-2019 school years, and 2nd Graders increased their Core Composite NPR from 71 for the 2017-2018 school year to 79 for the 2018-2019 year. Stakeholders will be further analyzing the data to drill down to specific skill areas, classrooms, and individual students. The nonacademic areas of improvement that we continue to work toward improving is student attendance, which is a district goal, and increasing Kindergarten Readiness. Despite having an attendance rate comparable to the other schools in our district and a rate higher than the state average, we see a direct correlation between poor student attendance and academic performance; therefore, this is a goal which we believe will increase student achievement. Another trend we are tracking is the yearly decrease in Kindergarten Readiness. In 2017-2018, 69.8% of Whitley North Kindergartners were classified as Not Ready (as compared to 54% of all Kindergartners in Whitley County), and this score increased to 73.7% Not Ready in 2018-2019 (whereas it decreased for the district to 51.9%). So, while the Kindergarten Readiness rate is improving for the district, it continues to decline for Whitley North Kindergartners. Although we have added a Save the Children Early Childhood program to combat this barrier, participation in the program is not compulsive, so not all children are benefiting from this resource.

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

To increase the number of students scoring at the Proficient/Distinguished levels and reduce the number scoring at the Novice level in the areas of Writing and Science, and to address the continuing unsatisfactory performance of students in Math and Social Studies: More emphasis will be placed on the review, analysis, and application of student 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 and benchmark exams; and standardized assessments—such as MAP, STAR, 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 any gaps they find. Teachers in all grade levels will supplement instruction in all areas with digital resources, such as IXL, Study Island, Prodigy, and Illustrative Mathematics in math; Newsela, Myon, Read Theory, IXL, and Study Island in Reading; Study Island, Generation Genius, and Mystery Science in Science, etc. Supplementation of instruction with digital content will enhance differentiation of instruction as well as increase student engagement. District coaches, school instructional leaders, and peer teachers will be utilized to team teach with teachers in order to model and share different instructional strategies and to collaborate with teachers in identifying student strengths and weaknesses.

Strengths/Leverages

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

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

According to the 2018-2019 School Report Card, WCNE continues to maintain a greater percentage of students scoring at Proficient/Distinguished levels than both the district and state in Reading and Math (Reading: WCNE 71% > district 68.5% > state 54.6%; Math: WCNE 64.5% > district 62.1% > state 48.6%). Also, while the number of students scoring at the P/D level in Math declined 1.4% from the 2017-2018 assessment to the 2018-2019 assessment, we met the goal we set last year of reducing the percentage of 3rd Grade students scoring at the Novice level in Math from 20.9% in 2017-2018 to 3.7% in 2018-2019, for an overall reduction of Novice by 17.2%. 3rd Grade students scoring at the Proficient/Distinguished levels also moved from 20.9% to 55.5%, for a 34.6% gain from 2017-2018. In 4th Grade, students scoring Proficient/Distinguished increased from 31.8% in 2017-2018 to 40% in 2018-2019, an increase of 8.2%, and the Novice scores for that same group decreased from 6.8% in 2017-2018 to 2.2% in 2018-2019, a decrease of 4.6%. Meanwhile, there were no Novice Math scores in 6th Grade for the second year in a row. Also, our Proficiency Rating of 86.5 was only 3.5 points from moving from the high category to the very high category. And, with a Separate Academic Indicator of 75.4, and a Growth Indicator of 60.7, WCNE's overall performance is in the high category according to the new accountability profile. According to the IOWA assessment for the 2018-2019 school year, Whitley North 2nd Graders had the highest English Language Arts National Percentile Ranking in the district with an NPR of 81, and our Kindergarten had the second highest ELA NPR in the district with an NPR of 95. These Kindergarten scores are especially impressive when weighed against the fact that Whitley North--with only 22.8% of Kindergartners rated as Ready--has the lowest Kindergarten Readiness score in the district--the average of which is 43.1% rated as Ready--and a rate that is 16.9% lower than the state average.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Whitley County North Elementary School

Larry Brown
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Rockholds, Kentucky, 40759
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Last Modified: 12/09/2019

Status: Locked

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Using the School Report Card, we analyzed trends in performance for all the groups identified as gap populations in our school, including: Students with Disabilities, Students Eligible for Free/Reduced Meals, Homeless, Gifted/Talented, English Learners, Two or More Races, Asian, Hispanic, African-American, Male, and Female. The Achievement Gap Group spreadsheet is attached.

ATTACHMENTS

Attachment Name



Achievement Gap Group

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement 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 professional, 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 promoting the positive environment. Because the gap group makes up 90% 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, as the barriers that often lead to student failure continue to be present in our school and community.

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

Our gap goal last year was to increase the percentage of Students with Disabilities scoring at the Proficient/Distinguished levels in Science from 20% to 30% for the 2018-2019 assessment. We actually exceeded our goal of a 10% increase in proficiency with a score of 57.1%, for a total increase of 37.1% for Students with Disabilities. There were not enough students classified as Non-economically Disadvantaged to result in data for Science, Social Studies, and Writing during the 2017-2018 or the 2018-2019 assessment windows.

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

Students with Disabilities scoring at the Proficient/Distinguished levels in the area of Math increased from 64.6% in 2017-2018 to 67% in 2018-2019 for a gain of 2.4% in proficiency. In the area of Social Studies, we increased the percentage of Students with Disabilities scoring at the Proficient/Distinguished levels from 76.9% in 2017-2018 to 90% in 2018-2019. Writing scores for Students with Disabilities also increased with a gain of 13.8% from 46.2% in 2017-2018 to 60% in 2018-2019. Science scores for Students with Disabilities indicated a gain of 24.8% from 32.3% in 2017-2018 to 57.1% in 2018-2019. Analysis of achievement between our other gap group--Economically Disadvantaged--was not possible, as we did not have a large enough percentage of students classified as Non-Economically Disadvantaged to have data sets to compare. In summary, Students with Disabilities are showing improvement in proficiency scores across the board in Separate Academic Indicator subjects.

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

In the area of Reading, Students Eligible for Free/Reduced Meals (now the Economically Disadvantaged group) increased the percentage scoring at the Proficient/Distinguished levels from 75.2% (2016-17) to 79.3% (2017-18) and then dropped to 70% (2018-2019), and Students with Disabilities increased the percentage scoring at the Proficient/Distinguished levels from 72.5% (2016-17) to 85.4% (2017-18) and then dropped to 69.6% (2018-19). In the area of Math, Students Eligible for Free/Reduced Meals scoring at the P/D levels decreased from 68.9% (2016-17) to 64.6% (2017-18) to 62.1% (2018-19), while Students with Disabilities scoring at the P/D levels increased from 64.4% (2016-17) to 70.7% (2017-18) and then dropped to 58.7% (2018-19). With a difference of 8.3%, the slight gap between Proficient/Distinguished scores in Math for Students with Disabilities and all students and a miniscule gap between those same groups in Reading with a difference of 2% are areas in which our school has regressed. In Reading a gap existed in 2017-2018 between students classified as Economically Disadvantaged (79.3% scored at P/D levels) and the Non-Economically Disadvantaged (85.7% scored at P/D levels). This gap increased slightly (by 3.6%) according to the 2018-2019 assessment, with 70% of students classified as Economically Disadvantaged scoring at the P/D levels vs. 80% of students classified as Non-Economically Disadvantaged. In Math, the gap widened more significantly (by 15%) as 64.6% of Economically Disadvantaged students scored at the P/D levels on the 2017-2018 assessment vs. 76.2% of Non-Economically Disadvantaged students; the 2018-2019 assessment indicates 62.1% of Economically Disadvantaged students vs. 86.7% of Non-Economically Disadvantaged students scored at P/D levels in Math. It should be noted, however, that the number of students categorized as Economically Disadvantaged (164 students in 2017-2018 and 140 students in 2018-2019) far outweighs the number of students categorized as Non-Economically Disadvantaged (21 students in 2017-2018 and 15 students in 2018-2019); therefore, the range of scores used to calculate those percentages is vastly different and perhaps skew the results. Nevertheless, we are carefully analyzing individual student results to identify individual student needs and provide support for all students.

E. 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, STAR Early Literacy and Aimsweb Plus assessments, teachers identified excessive absenteeism as a correlating factor to poor achievement. In reviewing the School Report Card, 23.9% of our student population is classified as chronically absent--present 90% of the time or less. 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 have 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 barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Our Preschool 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 Preschool 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. Our Kindergarten Readiness score of 22.8% is below the district average of

43.1% and the state average of 39.7%. Students identified in Preschool 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 will continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the Save the Children grant and Extended School Services when funding is available.

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

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 Extended School Services (when funding is available) 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 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 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.

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

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

Professional development will continue to be based on individual teacher needs as evidenced by TPGES Evaluations, teacher's self-reflections, and professional growth plans, as well as by student needs as analyzed during PLC meetings and based on KPREP and IOWA achievement tests, universal screeners, common assessments, and RTI data. Extended school services will be offered through the Save the Children program which consists of after-school reading remediation services. In February, extended school services funds will be utilized to provide math and reading remediation services for students at risk in those areas. 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. Likewise, the District Science Specialist, the District Math Specialist, and the District Reading Specialist will be utilized to provide similar support in the areas of science, math, and reading.

III. Planning the Work

Closing the Achievement Gap Goals

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

*Increase the percentage of Students with Disabilities scoring at the P/D level in the area of math from 58.7% to 65% for the 2019-2020 assessment year.*Increase the percentage of Students with Disabilities scoring at the P/D level in the area of reading from 69.6% to 72% for the 2019-2020 assessment year.*Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of reading by 5% for the 2019-2020 assessment year. *Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of math by 5% for the 2019-2020 assessment year. *

Closing the Achievement 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 Closing the Achievement Gap Summary spreadsheet.



ATTACHMENTS

Attachment Name



Closing the Achievement Gap Summary

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|---------------------------------------|--------------------|
|  Achievement Gap Group | Spreadsheet for Achievement Gap Group | • I |
|  Closing the Achievement Gap Summary | | • III |

| Gap Group/Total number of students | Percentage of Total School Population |
|--|---------------------------------------|
| Students Eligible for Free/Reduced Meals 140 | 43.60% |
| Students with IEPs (Disabilities) 39 | 12.00% |
| | |
| | |
| | |
| | |
| | |

| Measurable Gap Goal | Strategy Chosen to address goal | Activities chosen to implement strategy | Person Accountable | Method of Progress Monitoring | Funding Mechanism and Amount |
|---|---|---|--|---|--|
| <p>Increase percentage of students with disabilities scoring at the P/D level in the area of Math from 58.7% to 65% for the 2019-2020 assessment year.</p> | <p>Design, align, and deliver support. Design and deploy standards.</p> | <p>*Teachers will collaborate to identify individual and group weaknesses in math. * Teachers will ensure that lessons are aligned with Kentucky Academic Standards and that math is being taught at optimal levels with high expectations for all students. *Teachers will utilize technology such as IXL, Study Island, Prodigy, and Think Central to provide differentiation and increase student engagement in math. * Math lessons will include STEAM activities to increase depth of knowledge. *All teachers will collaborate with district math specialist and school math interventionist to model instructional strategies, identify resources, team-teach, and analyze student math products. * Scrimmages held each semester will provide KPREP-like practice situation to assess student products.</p> | <p>Instructional leaders, regular classroom teachers, and special education teachers</p> | <p>Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages</p> | <p>No additional funding is necessary.</p> |
| <p>Increase the percentage of Students with Disabilities scoring at the P/D levels in Reading from 69.6% to 72% for the 2019-2020 assessment year.</p> | <p>Design, align, and deliver support. Design and deploy standards.</p> | <p>*Teachers will collaborate to identify individual and group weaknesses in reading. * Teachers will ensure that lessons are aligned with Kentucky Academic Standards and that reading is being taught at optimal levels with high expectations for all students. *Teachers will utilize technology such as IXL, Reading Eggs, Study Island, MyOn, Think Central, and other digital programming to provide differentiation and increase student engagement in reading. *All teachers will collaborate with district reading specialist, STC interventionists, and other reading teachers to model instructional strategies, identify resources, team-teach, and analyze student reading products. * Scrimmages held each semester will provide KPREP-like practice situation to assess student products.</p> | <p>Instructional leaders, regular classroom teachers, and special education teachers</p> | <p>Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages</p> | <p>No additional funding is necessary.</p> |
| <p>Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of Reading by 5% for the 2019-2020 assessment year.</p> | <p>Design, align, and deliver support. Design and deploy standards.</p> | <p>*Teachers will collaborate to identify individual and group weaknesses in reading. * Teachers will ensure that lessons are aligned with Kentucky Academic Standards and that reading is being taught at optimal levels with high expectations for all students. *Teachers will utilize technology such as IXL, Reading Eggs, Study Island, MyOn, Think Central, and other digital programming to provide differentiation and increase student engagement in reading. *All teachers will collaborate with district reading specialist, STC interventionists, and other reading teachers to model instructional strategies, identify resources, team-teach, and analyze student reading products. * Scrimmages held each semester will provide KPREP-like practice situation to assess student products.</p> | <p>Instructional leaders, regular classroom teachers, and special education teachers</p> | <p>Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages</p> | <p>No additional funding is necessary.</p> |
| <p>Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of Math by 5% for the 2019-2020 assessment year.</p> | <p>Design, align, and deliver support. Design and deploy standards.</p> | <p>*Teachers will collaborate to identify individual and group weaknesses in math. * Teachers will ensure that lessons are aligned with Kentucky Academic Standards and that math is being taught at optimal levels with high expectations for all students. *Teachers will utilize technology such as IXL, Study Island, Prodigy, and Think Central to provide differentiation and increase student engagement in math. * Math lessons will include STEAM activities to increase depth of knowledge. *All teachers will collaborate with district math specialist and school math interventionist to model instructional strategies, identify resources, team-teach, and analyze student math products. * Scrimmages held each semester will provide KPREP-like practice situation to assess student products.</p> | <p>Instructional leaders, regular classroom teachers, and special education teachers</p> | <p>Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages</p> | <p>No additional funding is necessary.</p> |

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Whitley County North Elementary School

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

Last Modified: 01/07/2020

Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

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

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

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

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


N/A

ATTACHMENTS

Attachment Name

 2019-2020 Consolidated School Improvement Plan

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|---|--|
|  2019-2020 Consolidated School Improvement Plan | 2019-2020 CSIP Word Template Final Edit | <ul style="list-style-type: none"> |

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

| Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal. | An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six</i> | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way. | Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working. | List the funding source(s) used to support (or needed to support) the improvement initiative. |

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| | <i>Sigma, Shipley, Baldrige, etc.).</i> | | | | |
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1: Proficiency Goal

| Goal: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 71% to 75% and in Math from 64.5% to 69.3% by 2022 as measured by the 2021-2022 K-Prep. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase Proficiency in Reading for all students from 71% to 72.3% by 2020 as measured by the 2019-2020 K-Prep assessment. | Review, Analyze, and Apply Data | A. Teachers and SBDM council will analyze 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 and Early Literacy, MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PLC Minutes SBDM Minutes Teachers, Principal, & SBDM Council | No additional funding required |
| | | B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data. | Student growth as measured by STAR Reading and Early Literacy, MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PLC Minutes Data Notebooks Teachers | No additional funding required |

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| | Design and Deploy Standards | A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards. | Summative assessment measures, such as STAR Reading and STAR Early Literacy, MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PD Logs, Teachers’ Meeting Agendas, and PLC Minutes Principal and teachers | No additional funding required |
| | | B. Teachers will use I Can statements and learning goals to make connections for students between the standards and lesson content. | Higher student mastery of reading standards as measured by weekly skills tests and common assessments | 8/19—5/20 Lesson Plans and Formal/Informal Observations Teachers and principal | No additional funding required |
| | Design and Deliver Instruction | A. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Flocabulary, Read Theory, News ELA, Think Central, Renaissance Place (A.R.) and other digital content 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 and Early Literacy, MAP, IOWA, Common Assessments, and K-Prep, as well as digital program logs and usage reports | 8/19—5/20 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers and principal | Instructional funds \$6,500.00 |
| | | B. Teachers will participate in Literacy 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 | Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP, STAR Reading and Early Literacy, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PD Reports and PLC Minutes Principal and teachers | No additional funding required |

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| | | maximize reading instruction for all students. | | | |
| Objective 2 Increase Proficiency in Math for all students from 64.5% to 66.1% by 2020 as measured by the 2019-2020 K-Prep assessment. | 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 MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PLC Minutes SBDM Minutes Teachers, principal, and SBDM Council | No additional funding required |
| | | B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data. | Student growth as measured by MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PLC Minutes Data Notebooks Teachers | No additional funding required |
| | Design and Deploy Standards | A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards. | Summative assessment measures, such as MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PD Logs, Teachers’ Meeting Agendas, and PLC Minutes Principal and teachers | No additional funding required |
| | | B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction in addition to using I Can statements and learning goals to make connections for students | Higher student mastery of math standards as measured by weekly skills tests and common assessments. | 8/19—5/20 Lesson Plans and Formal/Informal Observations Teachers and principal | No additional funding required |

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| | | between the standards and lesson content. | | | |
| | Design and Deliver Instruction | A. Teachers will use Study Island, IXL, Google Classroom, Prodigy Math, Flocabulary, River Deep, Think Central, BrainPOP, and other digital content in order to enhance instruction in math, increase student engagement, and provide more individualized instruction to all students. | Summative assessment measures, MAP, IOWA, Common Assessments, and K-Prep, as well as digital program logs and usage reports | 8/19—5/20 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers and principal | Instructional funds \$6,500.00 |
| | | B. Teachers will participate in 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 instruction for all students. | Increase in rigor of math instruction as evidenced by lesson plans and assessment samples and increased math achievement, as measured by MAP, IOWA, Common Assessments, and K-Prep | 8/19—5/20 PD Reports and PLC Minutes Principal and teachers | No additional funding required |

2: Separate Academic Indicator

| Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 40% to 48.2% in the area of Science, from 65.9% to 70.6% in the area of Social Studies, and from 43.9% to 51.6% in the area of Writing, by 2022 as measured by the 2021-2022 K-Prep assessment. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the percentage of all students scoring at the Proficient/Distinguished level from 40% to 42.7% in Science; from 65.9% to 67.5% in Social Studies; and from 43.9% to 46.5% by 2020 as measured by the 2019-2020 K-Prep assessment. | 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 IOWA, MAP Language, Common Assessments, and K-Prep | 8/19—5/20 PLC and SBDM Minutes Teachers, principal, and SBDM Council | No additional funding required |
| | | B. Teachers will use scrimmage tests in the areas of Science, Social Studies, and Writing to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources. | Increase in science, social studies, and writing achievement, as evidenced by scrimmage results, Common Assessments, and K-Prep | 8/19—5/20 Lesson Plans and Formal/Informal Observations Teachers and principal | No additional funding required |
| | | C. Teachers will collaborate with District Science Instructional Coach, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions. | Growth in student data as provided by IOWA, Common Assessments, classroom data, scrimmages, TCTs, CERs, and K-Prep | 9/19—5/20 PLC minutes and Data Notebooks Teachers and principal | No additional funding required |

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| | | D. 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 on formative and summative writing products and scrimmage results | 8/19—5/20 Scrimmage Test results, Data Notebooks, and PLC Minutes Teachers and principal | No additional funding required |
| | | E. Students will track their progress in writing, 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 5th and 6th Grades, for example, will be presented with on-demand tasks that address situations encountered in and/or important to middle school-aged students. These strategies will increase student engagement, self-efficacy, and motivation. | Student performance on K-Prep, as well as individual performance on formative and summative writing products and scrimmages | 8/19—5/20 Data notebooks, Scrimmage Test Results, & Formal/Informal Observations Teachers | No additional funding required |
| | Design, Align, and Deliver Support | A. Teachers and principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Science, Technology, Engineering, Arts, and Math (STEAM). The five themes of Social Studies and Writing tasks will be embedded in other content areas. | Growth & achievement, as measured by IOWA, Common Assessments, classroom data, and K-Prep | 8/19—5/20 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations Teachers and principal | No additional funding required |
| | | B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (A.R.), BrainPOP, and other | Summative assessment measures, IOWA, Common Assessments, | 8/19—5/20 Lesson Plans and Formal/Informal Observations | Instructional funds \$6,500.00 |
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| | | digital resources in order to enhance instruction in Science, Social Studies, and Writing; increase student engagement; and provide more individualized instruction to all students. | classroom data, and K-Prep, as well as digital program logs and diagnostic reports | Teachers and principal | |
| | | C. Teachers in accountability grades will administer Science, Social Studies, and Writing 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 K-Prep assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills. | Student performance on K-Prep, as well as individual performance on formative and summative products and scrimmages | 8/19—5/20 Data notebooks and Scrimmage Test results Teachers | No additional funding required |
| | | D. Classroom teachers will collaborate with Interventionists and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving RTI and other low performing students. | Student achievement and growth, as evidenced by IOWA, common assessments, classroom data, AimsWeb data, and K-Prep. | On-going Lesson Plans, Formal/Informal Observations, Data notebooks, K-Prep results Principal and teachers | No additional funding required |
| | 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 | Student achievement and growth, as evidenced by classroom data, IOWA, and K-Prep; data from Impact KY Survey | On-going Student data notebooks, Formal/Informal Observations Principal and teachers | No additional funding required |

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| | | through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals. | | | |
| | Design and Deploy Standards | A. Teachers in all grade levels will ensure that Science, Social Studies, and Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with New Generation Science Standards, new KY Academic Standards for Social Studies, and Common Core Writing Standards along with the district writing plan. Students will be provided differentiation to address their individualized needs. Teachers in all grade levels will incorporate the Ready Writer supplemental curriculum into writing activities. | Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and K-Prep. | 8/19—5/20 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, K-Prep results Teachers and principal | No additional funding required |

3: Achievement Gap

| Goal 3: Increase the percentage of all students in the consolidated (GAP) group scoring at the Proficient/Distinguished level from 69.6% to 73.7% in Reading and from 58.7% to 64.3% in Math by 2022 as measured by the 2021-2022 K-Prep assessment. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the percentage of all students in the consolidated (GAP) group scoring at the Proficient/Distinguished level from 69.6% to 71% in Reading by 2020 as measured by the 2019-2020 K-Prep assessment. | 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, 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, STC, & Title I schedules | 9/19—5/20 progress reports and data sheets for students receiving services Principal and teachers | No additional funding required |
| | | B. Students identified as at-risk in reading, math, and/or language will be screened using AimsWeb Plus to determine the level of need for RTI, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360. | Student growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, & AIMS Web Plus measures and data provided through progress monitoring | On-going progress monitoring data Teachers | No additional funding required |
| | | C. Teachers will collaborate with RTA, Save the Children, 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, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | 9/19—5/20 PLC minutes and progress monitoring data Teachers and principal | No additional funding required |
| | Design, Align, and Deliver Support | A. RTA, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small- | Growth in student data as provided by MAP, STAR Reading, STAR Early Literacy, | On-going | No additional funding required |

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| | | 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. | AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | lesson plans, student data notebooks teacher schedules, and formal/informal observations Principal and teachers | |
| | | B. Teachers will collaborate with their peers, instructional leaders, 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, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | On-going lesson plans, PLC minutes, and formal/informal observations Principal and teachers | No additional funding required |
| | | C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Reading Eggs, MyOn, Read Theory, Flocabulary, News ELA, Google Classroom, Renaissance Place, Think Central, and other digital programs 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, STAR Early Literacy, IOWA, K-Prep, and digital programming logs and diagnostic reports | On-going lesson plans, formal/informal observations, and digital content logs and diagnostic reports Teachers and principal | Instructional Funds \$6,500.00 |
| | | D. Extended School Services staff will collaborate with classroom teachers, RTA, STC, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich | Student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, common assessments, | On-going MAP, STAR Reading, K-Prep results, and lesson plans Teachers, principal, and ESS staff | ESS Funds \$1,200.00 |

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| | | instructional content for students after-school tutoring. | classroom data, and K-Prep | | |
| | | E. Family Resource Center staff and Cumberland River Comprehensive Care counselors 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 Impact KY Survey | On-going survey results and sign-in sheets for ESS, FRC, and school events Principal, teachers, FRC staff, CRCC staff | No additional funding required |
| | 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, STAR Early Literacy, IOWA, and K-Prep; data from Impact KY Survey | On-going student data notebooks and formal/informal observations Teachers and principal | No additional funding required |
| Objective 2 Increase the percentage of all students in the consolidated | Review, Analyze, and Apply Data | A. Universal screeners will be used to identify students at-risk in math in order to place students in MIT, | Student growth, as evidenced by MAP, | 9/19—5/20 progress reports and data sheets for students receiving services | No additional funding required |

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| (GAP) group scoring at the Proficient/Distinguished level from 58.7% to 59.1% in Math by 2020 as measured by the 2019-2020 K-Prep assessment. | | and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI. | IOWA, and K-Prep results; MIT & Title I schedules | Teachers and principal | |
| | | B. Students identified as at-risk in math will be screened using AimsWeb Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360. | Student growth, as evidenced by MAP & AIMS Web Plus measures and data provided through progress monitoring | On-going progress monitoring data Teachers and principal | No additional funding required |
| | | C. Teachers will collaborate with MIT, 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, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | 9/19—5/20 PLC minutes and progress monitoring data Teachers and principal | No additional funding required |
| | Design, Align, and Deliver Support | A. MIT, 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, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | On-going lesson plans, student data notebooks teacher schedules, and formal/informal observations Teachers and principal | No additional funding required |

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| | | B. Teachers will collaborate with their peers, instructional leaders, 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, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep | On-going lesson plans, PLC minutes, and formal/informal observations Teachers and principal | No additional funding required |
| | | C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Flocabulary, Prodigy, Google Classroom, BrainPop, Think Central, and other digital programs will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning. | Student achievement and growth, as evidenced by MAP, IOWA, K-Prep, common assessments, classroom data, and digital programming logs and diagnostic reports | 8/19—5/20 lesson plans, formal/informal observations, and digital content logs and diagnostic reports Teachers and principal | Instructional funds \$6,500.00 |
| | | D. Extended School Services staff will collaborate with classroom teachers, MIT, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students after-school tutoring. | Student achievement and growth, as evidenced by MAP, IOWA, K-Prep, common assessments, classroom data, and K-Prep | On-going assessment data from universal screeners, formative and summative assessments, and lesson plans Teachers, principal, and ESS staff | ESS funds \$1,200.00 |
| | | E. Family Resource Center staff and Cumberland River Comprehensive Care counselors 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 | Student achievement and growth, as evidenced by MAP, IOWA, K-Prep, common assessments, classroom data, and Impact KY Survey | 8/19—5/20 survey results, assessment results, and sign-in sheets for ESS, FRC, and school events Teachers, principal, FRC staff, and CRCC staff | No additional funding required |

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| | | 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. | | | |
| | 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, IOWA, K-Prep, common assessments, classroom data, and Impact KY Survey results | On-going student data notebooks and formal/informal observations Teachers and principal | No additional funding required |

4: Growth

| Goal 4: Increase the average combined reading and math growth in grades 4th – 6th from a growth indicator of 60.7 in 2019 to 65 by 2022 as measured by the 2021-2022 K-Prep assessment. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the average combined reading and math growth in grades 4th – 6th from a growth indicator of 60.7 in 2019 to 62.2 by 2020 as measured by the 2019-2020 K-Prep assessment. | 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 | 8/19—5/20 PLC minutes, lesson plans, and data notebooks Principal and teachers | No additional funding required |
| | | B. Teachers will analyze MAP data after the Fall, Winter, and Spring 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, special education referral, or tutoring. | MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes | 8/19—5/20 data notebooks and RTI/Referral notes Principal and teachers | No additional funding required |
| | 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 | MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes | 8/19—5/20 Data notebooks and PLC minutes Principal and teachers | No additional funding required |

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| | | differentiation for students performing at all levels. | | | |
| | | 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, STAR Reading and STAR Early Literacy, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes | 8/19—5/20 Data notebooks and PLC minutes Teachers and principal | No additional funding required |
| | | C. Teachers will use IXL, Prodigy Math, Study Island, Reading Eggs, MyOn, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, Renaissance Place, BrainPOP, and Think Central 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 | 8/19—5/20 Digital program usage logs, diagnostic reports, and data notebooks Teachers and principal | Instructional funds \$6,500 |
| | Design and Deliver Assessment Literacy | A. All students in Grades 3-6 will participate in a test 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 | Scrimmage test results | 12/19—5/20 Scrimmage test data and PLC minutes Teachers and principal | No additional funding required |

| | | | | | |
|--|--------------------------------|--|--|--|--------------------------------|
| | | will use findings to adjust instructional practices as needed. | | | |
| | Design and Deliver Instruction | A. Teachers in all grade levels will ensure that all core subjects are being taught at the optimal instructional level to promote success. Instruction will be aligned with common core curriculum, NGSS, and KY Academic Standards. Grade level teams will collaborate to locate or create resources and assessment instruments designed to implement curriculum and standards. | Student growth as indicated by performance on common assessments, formative and summative measures, and classroom data | 8/19—5/20 Student data notebooks, lesson plans, PLC minutes, and formal/informal observations Teachers and principal | No additional funding required |

7: Other (Optional)

| Goal 7 (State your separate goal.): | | | | | |
|-------------------------------------|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

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

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

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|-------------------------|-------------------|--------------------|
|-------------------------|-------------------|--------------------|

| | | |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley County North Elementary School

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

Last Modified: 10/11/2019

Status: Locked

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

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

- ☒ Yes
- ☐ No
- ☐ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☒ **Yes**
- ☐ No
- ☐ N/A

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

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Targeted Assistance School Programs

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ **N/A**

All School Programs

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

- ☒ **Yes**
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ **Yes**
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ **Yes**
- ☐ No
- ☐ N/A

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

- ☒ **Yes**
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|