



2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Larry Brown 9/04/2020



2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

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Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Most years 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, each team completes the first round of data analysis and presents their findings to all staff and other stakeholders. 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 are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process, but includes additional analysis and comparisons to in-house universal screeners/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 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. The process is the same this year; however, we are relying on data forecasting provided by KASC and existing data from the Winter 2019-2020 MAP and STAR assessments.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to a KASC K-Prep Data Forecast, 79.9% of all students at Whitley North (as compared to 78.2% of students with disabilities and 78.9% of economically disadvantaged students) would likely have achieved a Proficient or Distinguished in Reading. 72.8% of all students (as compared to 66.3% of students with disabilities and 70.5% of economically disadvantaged students) would have scored a Proficient or Distinguished in Math. 58.9% of all students would have scored a Proficient or Distinguished in Social Studies, and 50.5% of all students would have scored a Proficient or Distinguished in Writing. In reviewing non-academic indicators, the School Report Card indicates that 87.5% of our teachers have either a Master's Degree or Rank I, which is 8.4% 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. At 93.6%, our average daily attendance for students is slightly higher than the district average of 93.3 and slightly lower than the state average of 94.2%, and our student teacher ratio of 12:1 is slightly lower than the district ratio of 14:1 and the state ratio of 15:1. According to the School Report Card, our rate of chronic absenteeism is 20.6%, which is lower than the district average of 23% but higher than the state average of

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17%. Based on Impact Kentucky results, 87% of teachers at Whitley North feel that school leadership trusts them to teach in a way that they think is best.

Priorities/Concerns

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

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

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

According to a KASC K-Prep Data Forecast, there continues to be a gap in male students and female students in math. 78.6% of male students scored at the proficient and distinguished levels in math, whereas only 66.3% of female students scored at the proficient and distinguished levels. Also in math, the students with disabilities scoring at proficient and distinguished levels average was 7.6% less than the average of all students. There also exists a slight gap in achievement between males and females in reading. 81.7% of males scored at the proficient and distinguished levels, while only 78.3% of females scored at the proficient and distinguished levels. Finally, after 3 years of consistent declines in social studies scores, our projected score for 2019-2020 represents a 7% decline in the number of students scoring at the proficient and distinguished levels. Reversing these declining trends in female achievement in reading and math and with social studies achievement are important priorities. Also, although we have no projections for science available, we will continue to make science achievement for all students a priority, as our last KPREP assessment indicated a weakness in science performance for all groups.

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Trends

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

The achievement gap between males and females in math is a trend about which we are concerned. The 2017-2018 K-Prep results indicated an 8.7% gap in achievement, and the 2018-2019 K-Prep results indicated a 10.1% difference in male and female scores at the proficient and distinguished levels. The KASC projected scores for the 2019-2020 school year indicates that 12.3% more males were likely to have scored at the proficient and distinguished levels than females. Also, after 3 years of consistent declines in social studies scores on the K-Prep assessment, our projected score for 2019-2020 would represent a 7% decline in the number of students scoring at the proficient and distinguished levels. Therefore, closing the achievement gap between males and females in math and addressing the continued decline of all students' scores in the area of social studies will be our primary priorities.

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 address the continuing unsatisfactory performance of students in Social Studies and to increase the achievement of female students in Math: 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. Expectations for achievement will be high for all students, including females and students with disabilities. 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, Edgenuity, and Illustrative Mathematics in math; Newsela, Myon, Read Theory, IXL, HMH, Edgenuity, and Study Island in Reading; Study Island, Generation Genius, and Mystery Science in Science, etc. Programs such as EdPuzzle, BrainPop and BrainPop, Jr., and Flocabulary will also be used to supplement instruction across content areas. 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. In addition to the strategies listed above, some additional strategies will be utilized to address the uniqueness of situations arising due to remote learning during periods of non-traditional instruction. As this is an on-going discovery process, additional strategies will be added as needed. First of all, teachers will continue to participate in professional development sessions designed specifically for virtual learning topics and for the plethora of digital resources being used to support, enhance, and differentiate remote instruction. Teachers will work together in grade level teams, across grade level teams, and across curriculum teams, as well as with teams from other schools in the district to problem solve and share resources and strategies determined to be effective. Teachers will meet weekly in PLC groups to address issues that arise during remote instruction, to analyze student needs and performance, and to plan instruction. Also, funds will be made available from instructional monies to purchase additional digital subscriptions to address student instructional needs. Resource teachers and interventionists will collaborate with teachers to provide support for remote learning, and referrals will be made for at-risk students when interventions (RTI) fail to produce results. Finally, referrals to the DPP will be made for students falling in the chronic absenteeism category, as there is a direct correlation between excessive absenteeism and poor academic performance.

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 KASC projections, students scoring at the proficient and distinguished levels in reading would have increased from 71% to 79.9% which represents an 8.9% increase. As reading scores have continually increased each year since 2015, with the exception of a one time decline in 2019, reading achievement at Whitley North is a strength. Also in reading, while there is a small achievement gap (3.4%) between males (81.7%) and females (78.3%); a 1.7% achievement gap between all students (79.9%) and students with disabilities (78.2); and a 1% achievement gap between all students (79.9%) and economically disadvantaged students (78.9%), the gap is negligible and not a significant concern. In math, the projected score represents an increase from 65.5% to 72.8% for all students scoring at the proficient or distinguished levels, so that is a strength. Also, male achievement in the area of math is 78.6%, so that is another strength. Also, the percentage of all students scoring at the proficient or distinguished levels in the area of writing is projected to move from 43.9% to 50.5%, which is an increase of 6.6%. Based on data from Impact KY, there is a high degree of cohesiveness and cooperation among school staff and with school leadership, which makes reaching common goals and working together for the good of all students more attainable.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances

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Whitley County North Elementary School

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United States of America

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Whitley County North Elementary School

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Rockholds, Kentucky, 40759

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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

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

Yes

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

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

Yes

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

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

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

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

Yes, 9-15-2020

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

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

Yes. 8-11-2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

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

Annual Professional Development Plan:

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

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

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

1. What is the school's mission?

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".

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

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

1. Narrowing the achievement gap between males and females in math through implementation of research-based strategies to fully engage all students in active learning
2. Reversing the declining trend in students scoring at the Proficient/Distinguished levels in Social Studies through study of and full implementation of the new Kentucky Academic Standards for Social Studies

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

Closing the achievement gap between males and females in math is our highest priority school goal for this year and next. Narrowing that gap through implementation of research-based strategies will help us meet that goal by providing teachers resources and opportunities to share ideas, experiences, successes, and failures in their attempts to get all students--regardless of gender--engaged in the content presented to their students. Increasing the percentage of students scoring at the Proficient and Distinguished levels in Social Studies is another priority school goal. Providing time and resources for teachers to work together to delve into and master the new standards adopted last year by the state of Kentucky and finding resources to support students in learning those standards will be a useful tool for reaching that goal.

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

For our long-term goal, we want to eliminate the gap between male and female achievement in math, as evidenced by the percentage of students scoring at each achievement level on the K-Prep assessment. For our short-term goal, we need to reduce the gap between male and female achievement in math from a gap of 12.3% in students achieving at the Proficient & Distinguished level (Males: 78.6% > Females: 66.3%) to a gap of 6% by the 2021-2022 school year as evidenced by the K-Prep assessment.

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

Our first result would be that both males and females perform at equally high levels in the area of math on the K-Prep assessment as evidenced by similar levels of mastery and learning experiences in that subject area. Also, by bringing the disparity in male and female performance in the area of math to the attention of all staff, we would also be causing all educators to examine and possibly adjust their own teaching strategies, practices, and attitudes about the ways they interact with students and the expectations they have for students.

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

Although the goal is to eliminate the gap in achievement between males and females, the most important statistic we will need to examine initially is the rate of growth scores between males and females. If there is no gap in growth rates, the strategies will revolve around providing extra remediation services to females to help them get caught up. If males' and females' baseline scores show a level playing field at the beginning, the strategies will revolve around examining instructional strategies and teacher expectations. To monitor progress, we will analyze formative assessment measures such as quizzes, chapter tests, and common assessments. If achievement on these measures indicate a gap, those smaller skill groups and focused content areas can be immediately remediated and instructional strategies adjusted to increase mastery of immediate content and skills. Also, universal screeners such as MAP assessments will be used to analyze achievement gaps at regular intervals, and adjustments to instruction will be made.

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

All teachers will benefit from professional development geared toward closing achievement gaps between males and females.

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

Students and teachers will be impacted most by this professional development goal. All students will benefit from improved instructional strategies and content, and all teachers will benefit from added professional knowledge and skills. The principal will be impacted in that he will be involved in finding, evaluating, and participating in professional development sessions and analysis sessions. District

leaders may be asked for help in locating resources to meet professional development needs or instructional resources.

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

Many resources are available on-line to address gender equity and strategies to reach both genders. The primary need will be managing time in order to access materials. Professional development funds will be used as necessary. The required technology is already in place, and since professional development from outside sources is currently done remotely, access to other professionals is readily available.

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

Professional learning communities will be the primary support system for implementing this plan. Teachers will be encouraged to locate helpful resources and then share those resources with their peers. Teachers can share in PLC meetings which strategies and resources are effective for them, and they can work together to adapt strategies and resources to fit the needs of their students.

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

Analysis of formative assessment measures and universal screeners will be done by grade level teams and shared with the other teams and principal during school-wide PLC meetings. This will be done on a monthly basis so that adjustments may be made when necessary and also so that successful strategies may be shared with more staff. The principal will pay particular attention to these strategies as he conducts his walk-throughs, informal observations, and formal observations.

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

For our long-term goal, we plan to increase the percentage of students scoring at the Proficient or Distinguished level by 20% as evidenced by the 2021--2022 K-Prep assessment. This will require teachers at all grade levels to develop an extensive understanding of the new Kentucky Academic Standards for Social Studies, as well

as locating and/or developing resources to be used in teaching the standards. For our short-term goal, we plan to increase the percentage of students scoring the the Proficient or Distinguished level by 10% as evidenced by the results of the 2020-2021 K-Prep assessment. To accomplish this, teachers will need to continue to study the KAS, find and/or develop new resources to teach the new standards, share teaching resources and strategies, and use assessment tools to ensure the activities and resources are aligned to and effectively teaching the standards.

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

First of all, the percentage of students scoring at the Proficient or Distinguished levels will increase by at least 20%. Also, teachers will be more effective in their instruction of the new content, and teachers' planning and implementation will be more efficient. Students will benefit by developing understanding and skills needed for each grade level and will be able to show mastery on the K-Prep assessment when they reach the grade level at which the Social Studies assessment is administered. Schools will be able to provide the necessary resources teachers and students need to meet the requirements of the new standards.

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

Teachers at all grade levels will need to develop formative assessment measures to assess student learning at short-term intervals. Assessment tools will need to be aligned with standards, and student data will need to be analyzed in order to adjust instructional strategies and resources. To be successful, students should be demonstrating mastery on standards based assessment tools, and teachers should be demonstrating effective implementation of the standards, as evidenced by observations, lesson plans, and formal evaluations.

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

Regular classroom teachers in all grade levels would be the primary audience for Social Studies standards professional development; however, it would be useful for special education teachers, the library media specialist, and the VPA teacher, as those teachers often collaborate with regular classroom teachers to teach across grade levels and content areas.

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

All stakeholders will be impacted by this professional development, as student mastery of the new standards will increase, teacher efficacy and efficiency will increase in the area of social studies, and school and district leadership will be more effective in providing resources and other support for school staff.

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

There are many free resources provided by the Kentucky Department of Education to help teachers master their understanding and develop resources to implement the new Social Studies standards. Time will be the most challenging obstacle, so monthly PLC meetings will be dedicated to grade-level team study of the standards and development of resources, assessment tools, and strategies for implementing the strategies. If free resources cannot be found, or resources cannot be created, instructional monies may be used to purchase resources aligned to the new standards.

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

Professional learning communities will be the primary support for this professional development implementation as that is currently the most effective tool teachers are using to learn new skills. Sharing strategies that work and resources they have discovered or developed with peers are the most common method teachers identify when surveyed about their current practices. Teachers have many modes of sharing including zoom meetings, social media interest groups, and small group in person staff meetings.

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

PLC minutes with samples of student work and analysis of formative and summative student data will be utilized to assess effectiveness of instruction derived from increased teacher knowledge of the standards. PLC meetings will be held once per month until such time as teachers feel they have reached mastery of the Social Studies standards.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers

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Whitley County North Elementary School

to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Generated on 01/11/2021

Whitley County North Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2020-21 Phase Three: Comprehensive School Improvement Plan

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

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

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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


. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 20-21 CSIP	CSIP downloaded as Word doc	•

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.					
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. Six	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.

	<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 79.9% to 84% and in Math from 72.8% to 77% by 2023 as measured by the 2022-2023 K-Prep. Eliminate the gap in achievement between males and females in Math as measured by the 2022-2023 K-Prep.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency in Reading for all students from 79.9% to 82% by 2021 as measured by the 2020-2021 K-Prep assessment.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze universal assessment results as well as classroom assessments 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, K-Prep, and classroom assessments	8/20—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	Student growth as measured by STAR Reading and Early	8/20—5/20 PLC Minutes Data Notebooks	No additional funding required

		meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Literacy, MAP, IOWA, Common Assessments, K-Prep, and classroom assessments	Teachers	
	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, K-Prep, and classroom assessments	8/20—5/21 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	8/20—5/21 Lesson Plans and Formal/Informal Observations; Zoom recordings Teachers and principal	No additional funding required
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Epic, Flocabulary, Read Theory, News ELA, HMH, 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	8/20—5/21 Lesson Plans, Program Reports, and Formal/Informal Observations; Zoom recordings 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-	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP,	8/20—5/21 PD Reports and PLC Minutes Principal and teachers	No additional funding required

		embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize reading instruction for all students.	STAR Reading and Early Literacy, IOWA, Common Assessments, K-Prep, and classroom assessments		
Objective 2 Increase Proficiency in Math for all students from 72.8% to 75% by 2021 as measured by the 2020-2021 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, K-Prep, and classroom assessments	8/20—5/21 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, K-Prep, and classroom assessments	8/20—5/21 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, K-Prep, and classroom assessments	8/20—5/21 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	Higher student mastery of math standards as measured by weekly skills tests	8/20—5/21 Lesson Plans and Formal/Informal Observations; Zoom recordings	No additional funding required

		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 between the standards and lesson content.	and common assessments.	Teachers and principal	
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Google Classroom, Prodigy Math, Xtra Math, Flocabulary, River Deep, Think Central, Kentucky Academic Sheets, 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, K-Prep, and classroom assessments, as well as digital program logs and usage reports	8/20—5/21 Lesson Plans, Program Reports, and Formal/Informal Observations; Zoom recordings 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, K-Prep, and classroom assessments	8/20—5/21 PD Reports and PLC Minutes Principal and teachers	No additional funding required
Objective 3 Reduce the the gap between male and female	Review, Analyze, and Apply Data	A. Teachers will analyze student universal assessment results, as well as formative assessment measures such as chapter math tests to monitor progress.	Summative assessment measures such as MAP, IOWA, Common Assessments, K-Prep, and formative	8/20--5/21 PLC Minutes and Data Notebooks Principal and teachers	No additional funding required

achievement in math from a gap of 12.3% in students achieving at the P/D level to a gap of 6% by the 2021-2022 school year as evidenced by the K-Prep assessment.		Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings.	measures such as classroom assessments		
		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, K-Prep, and classroom assessments	8/20--5/21 PLC Minutes, Data Notebook, Lesson Plans, and Teacher Observations Principal and teachers	No additional funding needed
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Google Classroom, Prodigy Math, Xtra Math, Flocabulary, River Deep, Think Central, Kentucky Academic Sheets, 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, K-Prep, and classroom assessments, as well as digital program logs and usage reports	8/20—5/21 Lesson Plans, Program Reports, and Formal/Informal Observations; Zoom recordings 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	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, K-Prep,	8/20—5/21 PD Reports and PLC Minutes Principal and teachers	No additional funding required

		teaching practices will ensure teachers are able to maximize math instruction for all students.	and classroom assessments		
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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 58.9% to 63% in the area of Social Studies, and from 50.5% to 54.5% in the area of Writing, by 2023as measured by the 2022-2023 K-Prep assessment.					
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 58.9% to 61% in Social Studies; and from 50.5% to 52.5% by 2021 as measured by the 2021-2022 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, K-Prep and classroom assessments	8/20—5/21 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 the need for supplemental resources.	Increase in science, social studies, and writing achievement, as evidenced by scrimmage results, Common Assessments, K-Prep, and classroom assessments	8/20—5/21 Lesson Plans and Formal/Informal Observations; Zoom recordings 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, K-Prep, and classroom assessments	9/20—5/21 PLC minutes and Data Notebooks Teachers and principal	No additional funding required
		D. Teachers will collaborate with the District Writing Coach to	Student performance on K-Prep, as well as	8/20—5/21	No additional funding required

		evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	individual performance on formative and summative writing products and scrimmage results	Scrimmage Test results, Data Notebooks, and PLC Minutes Teachers and principal	
		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	8/20—5/21 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	8/20—5/21 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations; Zoom recordings Teachers and principal	No additional funding required
		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Epic, Flocabulary, News ELA, Renaissance Place (A.R.), BrainPOP, HMH, Read Works, and other digital resources in order to enhance instruction in Science, Social Studies, and Writing;	Summative assessment measures, IOWA, Common Assessments, classroom data, and K-Prep, as well as digital	8/20—5/21 Lesson Plans and Formal/Informal Observations; Zoom Recordings Teachers and principal	Instructional funds \$6,500.00

		increase student engagement; and provide more individualized instruction to all students.	program logs and diagnostic reports		
		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	8/20—5/21 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 through progress reports, report cards, and exit criteria. Students will set goals for achievement and	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, and Zoom recordings Principal and teachers	No additional funding required

		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 Kentucky Academic 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.	8/20—5/21 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, K-Prep results; Zoom recordings Teachers and principal	No additional funding required

3: Achievement Gap

Goal 3: Increase the percentage of all students in the Students with Disabilities group scoring at the Proficient/Distinguished level from 78.2% to 84% in Reading and from 66.3% to 72% in Math by 2023 as measured by the 2022-2023 K-Prep assessment. Increase the percentage of Economically Disadvantaged Students group scoring at the P/D level from 78.9% to 83% in Reading and from 70.5% to 74.5% in Math by 2023 as measured by the 2022-2023 K-Prep assessment. Decrease the gap in achievement between males and females					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 78.2% to 82% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 78.9% to 81% in Reading by 2021 as measured by the 2020-2021 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. During times of remote learning, teacher observation and classroom data may be used in lieu of formal assessment measures.	Student growth, as evidenced by MAP and STAR Reading results; RTA, STC, & Title I schedules; classroom data	9/20—5/21 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	9/20—5/21 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-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, STAR Early Literacy, AIMS Web Plus, IOWA, common assessments, classroom data, and K-Prep	On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Zoom recordings Principal and teachers	No additional funding required
		B. Teachers will collaborate with their peers, instructional leaders, district 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, formal/informal observations, and Zoom recordings 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, HMH, 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 instructional content for students	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

		after-school tutoring when in-person instruction is possible.	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, formal/informal observations, and Zoom recordings Teachers and principal	No additional funding required
Objective 2 Increase the percentage of students in the GAP group identified as Students with	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, and Title I groups, to plan for	Student growth, as evidenced by MAP, IOWA, K-Prep results;	9/20—5/21 progress reports and data sheets for students receiving services	No additional funding required

Disabilities scoring at the Proficient/Distinguished level from 66.3% to 70% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 70.5% to 72.5% in Math by 2021 as measured by the 2020-2021 K-Prep assessment.		instructional differentiation, and to identify students in need of RTI. During times of remote learning, teacher observation and classroom data may be used in lieu of formal assessment measures.	and classroom assessments 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	9/20—5/21 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, formal/informal observations, and Zoom recordings Teachers and principal	No additional funding required

		B. Teachers will collaborate with their peers, instructional leaders, district 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, formal/informal observations, and Zoom recordings 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, Xtra Math, Common Core Sheets, 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	8/20—5/21 lesson plans, formal/informal observations, Zoom recordings, 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	8/20—5/21 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

		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, Zoom recordings, 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 67 by 2023 as measured by the 2022-2023 K-Prep assessment.					
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 64.5 by 2021 as measured by the 2020-2021 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	8/20—5/21 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. During times of remote learning, teacher observation and classroom data may be used in lieu of formal assessment measures.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/20—5/21 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 Kentucky Academic Standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and District Instructional Coaches to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/20—5/21 Data notebooks and PLC minutes Principal and teachers	No additional funding required
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with Kentucky Academic Standards. Teachers will collaborate with RTA, Save the Children, Special Education teachers, and District Instructional Coaches 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	8/20—5/21 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, Epic, Google Classroom, Renaissance Place, BrainPOP, and HMH to supplement math and reading instruction in order to	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	8/20—5/21 Digital program usage logs, diagnostic reports, data notebooks, lesson plans, and Zoom recordings Teachers and principal	Instructional funds \$6,500

		extend learning, provide remediation and enrichment, and increase student engagement.			
	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 will use findings to adjust instructional practices as needed.	Scrimmage test results	12/20—5/21 Scrimmage test data and PLC minutes Teachers and principal	No additional funding required
	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 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	8/20—5/21 Student data notebooks, lesson plans, PLC minutes, formal/informal observations, and Zoom recordings 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					
Objective 2					

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"/>
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2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

01/11/2021

Whitley County North Elementary School

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2020-21 Phase Three: Executive Summary for Schools

. 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 Interactive Board or Smart TV 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 36,089, 95.8% of whom are white, 1% African American, and 1.22% Hispanic. The median household income is \$36,897 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$50,247 with 17.9% at the poverty level. The demographics of our students are similar to those of the county with 90.7% of our students being white, 4.5% Hispanic, and 2.6% two or more races. 89.7% of our students are eligible for free or reduced lunch, as compared to 80.3% of the students in the Whitley County School District and 60.8% of the students in the state of Kentucky. Whitley County North Elementary serves about 311 students in Preschool through 6th Grade. We have three preschool classrooms, three Kindergartens, two 1st grade classrooms, three 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, one 5th grade classroom, and two 6th grade classrooms. While we have a lower average number of students identified as Gifted/Talented (WCNE 10%) than the district average (14.2%) and the state average (14.9%), we have a higher than average number of students qualifying for Special Education (36%) as compared to the district average of 22% and the state average of 15%. We also have a higher number of students who are homeless 12.2% vs. 6.4% (District) and 3% (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% and in the Whitley County School District is 49.1%. Our students are significantly behind when they enter Kindergarten with only 24.4 % 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-eight certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. 88% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 14.0 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, all of whom collaborate to meet the needs of every student. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, all 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 and their families need. Cumberland River Comprehensive Care provides one full-time counselor 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, Family Healthcare Associates, to provide medical diagnosis, treatment, and education via videoconferencing technology and in-school services. 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 through the Save the Children grant program we have. 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 13:1 student teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, 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 document cameras and Chromebooks to surpass our goal of having 1:1 classrooms. Presently, our student to computer ratio is 1:1.28. Our ultimate goal is to eliminate all barriers to learning for all our students.

. 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 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, technology, practical living, and career studies. 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 an RTA (Read to Achieve) teacher 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 as well as a summer program 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. These programs are continuing, both virtually and with in-person targeted instruction, even during times in which whole school in-person instruction is not possible. Teachers and students use the Zoom platform to interact in a virtual classroom setting, while teachers also use the platform to meet with peers for PLC sessions and with parents or other professionals for necessary meetings and interactions. 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. During times in which in-person contact is limited, these events are held in a drive-thru format. 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. In addition, we search for and share resources to ensure all students have their needs met during this unique time. For example, our district provides a hotspot device to any students unable to attain Internet access on their own. This ensures all students are able to participate

in virtual instruction opportunities. 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 regardless of the barriers faced by students and their families.

. 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. First of all, after a steady increase in Reading Proficient and Distinguished scores (from 2015-2018: 56.9%, 60.8%, 75.8%, and 80%, and a sudden drop in 2019 to 71%, the KASC K-Prep Data Forecast for 2020, predicted a score of 79.9%, which was an 8.9% increase. Also, there was only a slight difference in the predicted data between all students and students with disabilities (79.9% vs. 78.2%) and between all students and economically disadvantaged students (79.9 vs. 78.9%). In Math, after substantial increases in students scoring Proficient or Distinguished in 2015 (44.3%) to 2016 (51.2%) to 2017 (69.8%), we experienced less substantial decreases in 2018 (65.9%) and 2019 (64.5%); however, KASC K-Prep Data Forecast predicted a score of 72.8% for the 2019-2020 school year, which would represent a 6.9% increase. Also, in 2018-2019, 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 was in the high category according to the new accountability profile. With a predicted increase in scores in Reading and Math, our school would have continued that upward trend had we been able to take the K-Prep assessment at the end of the 2019-2020 school year. We are proud of our school for our overall continuity of progress toward proficiency, but we do have had 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 Social Studies and Writing. Social Studies P/D decreased by 6.2% in 2018-2019, and Writing P/D decreased by 2.6 in 2018-2019. According to the KASC K-Prep Data Forecast, Social Studies P/D would have continued to decline to 58.9% while Writing P/D would have increased to 50.5%. Therefore, Social Studies will continue to be further analyzed due to the drop in proficiency as well as due to

the implementation of relatively new Social Studies Standards. Also, writing will continue to be a focus as our writing achievement had a couple years of decline in Proficient and Distinguished scores after several years of a steady positive trend. Analysis shows a shift in the number of students scoring at the Apprentice and Proficient levels (Novice 2018--0%, 2019--4.9%; Apprentice 2018--53.5%, 2019--51.2%; Proficient , 2018--32.6%, 2019--39%; and Distinguished 2018--13.6%, 2019--4.9%). In addition to reviewing writing strategies used last year and planning more collaboration time with District Instructional Coaches, 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 in Science, according to the 2018-2019 K-Prep results, was 5.8% below the district average. On a positive note, our Science proficiency score was 8.3% above the state proficiency level. With no predictive data for the 2019-2020 school year, we only have teacher feedback and classroom assessment measures to rely upon; however, these measures indicate a positive trend will be shown once testing resumes. Our teachers are working across grade levels to ensure that all Kentucky Academic Standards in Science is being taught and that students are being assessed in a manner similar to the format of the K-Prep assessment. Also, District Instructional Coaches 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 and will be adding the area of Social Studies to supplement resources across all grade levels. Another concern is that an achievement gap continues to exist in performance between girls and boys. According to 2017-2018 K-Prep scores, boys outnumbered girls 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 outscored boys by a negligible percentage of 0.4 in Reading but 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%). According to KASC K-Prep Data Forecasting, the discrepancy between males and females scoring

Proficient or Distinguished in both Reading and Math would likely continue: Math--Males 78.6% > Females 66.3% and Reading--Males 81.7% > Females 78.3%. This is unacceptable and continues to be of some concern. We had already been implementing plans for addressing this gap in achievement. To continue 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 that was evident in prior years. 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 3-6. 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 the last couple years have been effective in bringing about growth, so those plans will be continued but also expanded to include more integration across content areas. Teachers in all grade levels 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. Although these strategies are somewhat challenging to implement during periods of remote learning, integrating as much virtual teaching via Zoom and Google Classroom as possible will enable teachers to continue working with students in whole group, small group, and one-on-one situations. 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--had the lowest Kindergarten Readiness score in the district--the average of which was 43.1% rated as Ready--and a rate that was 16.9% lower than the state average. While we have no scores from the IOWA assessment for the 2019-2020 school year, we do have a Kindergarten Readiness analysis which shows our school continues to have fewer numbers of students entering school with the skills necessary to be successful. Whitley North's score of 26.3% of students ready for Kindergarten is significantly lower than the district score of 48.2% and the state score of 51.1%. These scores are of significant concern, and we are always aware of this obstacle as we plan programs through our FRC and STC programs to reach families with young children. In addition to an outstanding academic program, Whitley North has

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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. Last year, 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 last 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 continues to 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. We plan to reapply for the 21st Century grant that will allow us to continue to offer enrichment and remediation 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.

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

N/A

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

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

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instructional opportunities to meet the needs of all students, whether those occur in person or remotely. 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. We have recently developed a partnership with the Elgin Foundation to tap into more resources and research-based instructional practices to assist our staff and students in reaching higher levels of achievement.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Whitley County North Elementary School

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

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.

Attached

ATTACHMENTS

Attachment Name

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. During times of remote learning, teachers have designed digital classrooms that are equally inviting, organized, and easy to navigate. 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 economically disadvantaged 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 group students. 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.

Last year one of our goals was to 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. According to the KASC K-Prep Data Forecast, we would have exceeded that goal with 66.3% of Students with Disabilities scoring at the P/D level in math. Another goal for last year was to 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. We also exceeded that goal with a projected score of 78.2% of Students with Disabilities scoring at the P/D level. Another of our gap

goals for last year was to increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of reading by 5%, and we exceeded that goal with a projected score of 78.9%. Our final gap goal for last year was to increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of math by 5%, and we increased our score for that group in math from 62.1% to a projected score of 70.5%. For the 2017-2018 year, our gap goal was to increase the percentage of Students with Disabilities scoring at the P/D 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.

According the KASC K-Prep Data Forecast, all gap groups have shown improvement. For the 2019-2020 school year, students identified as economically disadvantaged and scoring at the P/D levels in the area of math increased by 8.4%, while that same gap group increased their P/D scores by 8.9% in the area of reading. Students with disabilities and scoring at the P/D levels increased by 7.6% in the area of math and by 8.6% in the area of reading. For the 2018-2019 school year, students with disabilities scoring at the Proficient/Distinguished levels in the area of Math increased from 64.6% to 67% 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 were showing improvement in proficiency scores across the board in Separate Academic Indicator subjects; however, KASC does not provide data forecast scores for gap group student analysis in the areas of social studies, science, or writing.

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.

For the 2019-2020 school year, there was no group who lacked progress or regressed in any subject area. However, the gap between all students and the gap groups' achievement has not narrowed, and this is another goal of ours. For the 2018-2019 year, the gap between all students and economically disadvantaged students was 1% in the area of reading, and that difference remained the same for the 2019-2020 school year according to the KASC K-Prep Data Forecast. In math, the gap between all students and the economically disadvantaged students was 2.4% for the 2018-2019 school year, but only 2.3% for the 2019-2020 school year; we narrowed the gap by 0.1%, which is a negligible improvement. In analyzing the gap between all students and students with disabilities in math, the gap increased from 2018-2019 (64.5%>58.7%) to 2019-2020 (72.8%>66.3%) by 0.7%. In reading, the gap between all students and students with disabilities also increased by an insignificant 0.3% from 2018-2019 (71%>69.6) to 2019-2020 (79.9%>78.2). In analyzing growth for gap group students for the previous school year, 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%1% 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, 140 students in 2018-2019, and 289 students in 2019-2020) far outweighs the number of students categorized as Non-Economically Disadvantaged (21 students

in 2017-2018, 15 students in 2018-2019, and 32 students in 2019-2020); 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 (or KASC K-Prep Data Forecast, 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 for the 2019-2020 school year, 26% (up from the 23.9% for the 2018-2019 school year) 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. Despite these incentives, absenteeism continues to be a very concerning problem. 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 26.3% is below the district average of 48.1% and the state average of 51.1%. 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 hope to continue to extend the school day, thereby providing supplemental instruction, through the Save the Children grant and Extended School Services when funding is available and

when in-person instruction is again possible. Presently, providing services and fostering improvement is a challenge as so many students are unable to participate as fully in daily instruction provided through remote learning.

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. IOWA was not given for the 2019-2020 school year, and the K-Prep Data Forecast provided by KASC was very limited in the scope of data provided. Usually, 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. We are continuing to use this process with adjustments as needed during these unique times.

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 teacher evaluations, teacher's self-reflections, and professional growth plans, as well as by student needs as analyzed during PLC meetings and based on K-PREP and IOWA achievement tests, universal screeners, common assessments, and RTI data--or whatever data we are able to gather during this period of remote learning. Teachers are depending on a lot of on-line professional development resources at the moment to help them utilize the plethora of digital learning resources available for them to use with their students. Extended school services will be offered as often as possible remotely through the Save the Children program which consists of after-school reading remediation services. When in-person classes resume, extended school services funds--if available--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, District Instructional Coaches will be utilized to provide similar support in the areas of science, math, and reading.

III. Planning the Work

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

*Increase the percentage of Students with Disabilities scoring at the P/D level in the area of math from 66.3% to 70% for the 2020-2021 assessment year. *Increase the percentage of Students with Disabilities scoring at the P/D level in the area of reading from 78.2% to 82% for the 2020-2021 assessment year. *Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of reading by 5% for the 2020-2021 assessment year. *Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of math by 5% for the 2020-2021 assessment year.

ATTACHMENTS

Attachment Name

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.

Attached

Generated on 01/11/2021

Whitley County North Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 Achievement Gap Group	Achievement Gap Group Spreadsheet	• I
 Closing the Achievement Gap Summary 20-21	Worksheet	• III

Gap Group/Total number of students	Percentage of Total School Population
Economically Disadvantaged	90%
Students with Disabilities	37%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase percentage of students with disabilities scoring at the P/D level in the area of Math from 66.3% to 70% for the 2020-2021 assessment year.	<ul style="list-style-type: none"> Design, align, and deliver support. *Design and deploy standards. 	<p>*Teachers will collaborate to identify individual and group weaknesses in math. * Teachers will ensure that lessons are aligned with Common Core 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, Xtra Math, Common Core Sheets, 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>	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages	No additional funding is necessary.
Increase the percentage of Economically Disadvantaged students scoring at the P/D levels in the area of Reading by 5% for the 2020-2021 assessment year.	<ul style="list-style-type: none"> Design, align, and deliver support. *Design and deploy standards. 	<p>*Teachers will collaborate to identify individual and group weaknesses in reading. * Teachers will ensure that lessons are aligned with Common Core 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, Epic, HMH, Common Core Sheets, 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>	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages	No additional funding is necessary.
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.	<ul style="list-style-type: none"> Design, align, and deliver support. *Design and deploy standards. 	<p>*Teachers will collaborate to identify individual and group weaknesses in math. * Teachers will ensure that lessons are aligned with Common Core 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>	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student products, use of rubrics and student growth goals, mastery of essential skills, and semester test scrimmages	No additional funding is necessary.