



2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Larry Brown September 9, 2021



2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

01/04/2022

Whitley County North Elementary School

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2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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 grade-level team completes the first round of data analysis during weekly PLC meetings and presents their findings to all staff. All 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 and STAR Math, 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. PLC minutes are stored on the WCNE Google Classroom and Shared Drive, and S.B.D.M. minutes are recorded and maintained by the school secretary.

Trends

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

Example of Trends

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

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 indicated 12.3% more males would likely have scored at the proficient and distinguished levels than females. While the percentage of females scoring at each level in math was suppressed on the 2020-2021 results, it is obvious from comparing the total percentage of students scoring at each level to the percentage of males scoring at each level that males also outperformed females at the P/D levels on the 20-21 assessment in math. Another trend that we have observed is the Kindergarten readiness rate of our school as compared to the district and state. While the percentage of students deemed "ready" increased this year (from 30.2% (2018) to 26.3% (2019) to 24.4% (2020) to 35.1% (2021), our score remains significantly below that of the district and state. This year's score of 35.1% of students deemed ready for school, for example, is well below the district average of 48.3% and the state average of 53.1%. Although we have no end of the school year assessment results to use in monitoring trends for Kindergarten through 2nd grade, our universal screener--MAP--shows a decrease in the average RIT score in both Reading and Math for Kindergarten and 2nd Grades between the Winter 2018-2019 assessment and the Winter 2019-2020 assessment. Kindergarten Math RIT was 2.6 points lower while Reading RIT was 3.5 points lower, and 2nd Grade

Math RIT was 4.5 points lower while Reading RIT was 5.9 points lower. First grade MAP assessment results showed an increase, however, with Math RIT scores increasing from 168.2 to 171.5 and Reading RIT scores increasing from 166.3 to 169.2.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

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

According to a 20-21 KPrep scores, 31.6% of all students at Whitley North (as compared to 31.7% of students with disabilities and 30.5% of economically disadvantaged students) scored a Proficient or Distinguished in Reading. 8.6% of all students (as compared to 5.2% of students with disabilities and 8.8% of economically disadvantaged students) scored a Proficient or Distinguished in Math. 28% of 4th Graders scored Proficient or Distinguished in Science, while only 14% scored Novice in Science. Percentages of 5th Graders scoring at each level in Writing were not reported, as we had too few students tested. Looking at data for Kindergarten through 2nd Grade, MAP assessment data shows a slight decline in RIT scores for both Math and Reading for Kindergarten (Math -2.6; Reading -3.5) and 2nd Grade (Math -4.5 and Reading -5.9) and a slight increase in both Math (+3.3) and Reading (+2.9) for 1st Grade. In reviewing non-academic indicators, the School Report Card indicates that 92.8% of our teachers have either a Master's Degree or Rank I, which is 15.5% higher than the state average. Also, the average number of years of experience among our teachers is 14.1 years, as compared to the district average of 13.8 years and the state average of 12.1 years. Our student teacher ratio of 10:1 is lower than the district ratio of 15:1 and the state ratio of 16:1. Based on Impact Kentucky results, 73% of teachers at Whitley North feel that school leadership trusts them to teach in a way that they think is best as compared to 70%

of teachers in the district and 66% of teachers in the state. Average daily attendance and chronic absenteeism were not reported this year. Looking at the Quality of School Climate and Safety Survey, 98.8% of students either agree or strongly agree that their school is a caring place, 97.9% feel safe in their school, and 100% say their teachers always expect them to do their best. According to the Opportunity to Learn Survey completed by students during the 2020-2021 assessment window, 99.5% agreed or strongly agreed that their teachers were available when they needed help.

Priorities/Concerns

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

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

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

Student performance in the area of math is the greatest concern due to the extremely low percentage of students scoring at the Proficient/Distinguished level--8.6% of our students compared to 23.3% of students districtwide and 31.4% of students statewide. Student achievement in math was not significantly different between all students (8.6% P/D), students with disabilities (8.8%), and economically disadvantaged students (5.2%). Students scoring at the Novice level in math was significantly higher than the district and state averages also--North 41.9% vs. District 34.4% vs. State 30.4%. Students with disabilities at North (46.2%) scoring at the Novice level was comparable to those statewide (45.4%) but was much higher than students with disabilities scoring at the Novice level districtwide (27.5%). Student achievement in the area of reading is also concerning as only 31.6% of all students scored at the Proficient/Distinguished level, which is below the district average of 40.9% and the state average of 39.5%, while the number of students scoring at the Novice level (41.9%) is higher than the district average (34.4%) and the state average (30.4%). Student achievement in reading was not significantly different between all students (31.6% P/D), students with disabilities (31.7%), and economically disadvantaged students (30.5%). Students with disabilities at North (46.3%) scoring at the Novice level was comparable to those statewide (49.2%) but was much higher than students with disabilities scoring at the Novice level districtwide (25.2%). Although both Kindergarten and 2nd Grade students showed a decline in Reading and Math RIT scores, the decline was not significant, especially considering the

difference in the amount of time spent in in-person instruction between the 2019-2020 school year and the 2018-2019 school year.

Strengths/Leverages

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

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

Based on the 20-21 KPrep assessment, our 4th grade students are outperforming their peers in the area of reading with 47.7% scoring at the Proficient/Distinguished level, whereas the district average was 44.3% and the state average was 43%. Our 4th grade also had fewer students scoring at the Novice level than both the state and the district (North: 22.7% vs. District: 28.7% vs. State 28.1%). Also, 4th Grade science scores are promising as fewer students scored at the Novice level than both the district and the state (North: 14% vs. District: 15.7% vs. State: 17%), and more students scored at the Proficient/Distinguished level than the state (North: 28% vs. State: 25.1%). Finally, our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 31.7% of Students with Disabilities scored at the P/D level as compared to 31.6% of all students; in math, 5.2% of Students with Disabilities scored at the P/D level as compared to 8.6% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 30.5% scored at the P/D level as compared to 31.6% of all students; in math, 8.8% scored at the P/D level as compared to 8.6% of all students. Based on this data, the instructional strategies used by our 4th Grade staff need to be shared with other staff members as those methods seem to be bringing about positive results. Also, the cooperation between regular education teachers and resource teachers is clearly a strategy that we will be continuing, as students with disabilities are clearly performing well as compared to their peers. For students in Kindergarten through 2nd Grade, 1st Grade students showed increased performance based on RIT scores in both Math (from 168.2 in 2018-2019 to 171.5 in 2019-2020) and Reading (from 166.3 in 2018-2019 and from 169.2 in 2019-2020). During PLC meetings, 1st grade teachers will share strategies with Kindergarten and 2nd grade teachers to generate ideas for increasing student mastery.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

To address the continuing unsatisfactory performance of students in Math and Reading: 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. 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, Xtra Math, Flocabulary, and Illustrative Mathematics in math; Newsela, Myon, Read Theory, IXL, HMH, EdPuzzle, and Study Island in Reading; Study Island, Generation Genius, and Mystery Science in Science, etc. Programs such as EdPuzzle, TeacherMade, 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

Whitley County North Elementary School

ATTACHMENTS

Attachment Name



School Key Elements WCNE

01/04/2022

Whitley County North Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements WCNE	School Key Elements template	• 6

Key Elements of the Teaching and Learning Environment – Whitley County North Elementary

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	PLC meeting minutes, district curriculum meetings, grade level meetings, district curriculum maps, professional development schedules, SBDM meeting minutes, vertical/horizontal alignment, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Striving Readers Comprehensive Literacy (SRCL), Houghton Mifflin Reading Series, MAP, STAR, KPREP, School Literacy Plan, CERs, TCTs, formative/summative assessment measures
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Curriculum maps are aligned with state standards; textbook and other resource materials are aligned with state standards; formal and informal evaluations; student growth as measured on classroom assessments, common assessments, and universal screeners; formative/summative assessments, KPREP data, LDC tasks, lesson plans, writing scrimmage, STAR, MAP, PLC meeting agendas and minutes, individual learning plans, RTA, MIT, & Title I data, Individualized progress reports from Study Island, Exact Path, and IXL, Xtra Math, Prodigy, Worldly Wise, Spelling/Vocabulary City, and Flocabulary, School Literacy Plan, CERs, and TCTs
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Teacher lesson plans, district level common assessments, PLC meeting agendas and minutes, formal and informal observations, Google Classroom assignments, assessment samples, School Literacy Plan, CERs, and TCTs
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g.,	Formal and informal observations, PLC meeting agendas and minutes, teachers' meeting agendas, Google Classroom assignments, district curriculum maps, Grade

Key Elements of the Teaching and Learning Environment – Whitley County North Elementary

<p>formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Level Academy notes, Data Notebooks, Comprehensive School Improvement Plan, STAR, MAP, IOWA, KPREP, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, lesson plans, student learning plans, LDC, MDC, grade level common assessments, RTI, AIMSweb, School Literacy Plan, CERs,TCTs, and district curriculum coaches collaboration</p>
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Formal and informal observations, PLC meeting agendas and minutes, teachers' meeting agendas, Google Classroom assignments, district curriculum maps, Grade Level Academy notes, Comprehensive School Improvement Plan, RTI policy and notes, Progress monitoring, PBIS, formative/summative assessment, AR, MAP, STAR, KPREP, SBDM meeting agendas and minutes, RTA, MIT, STC programs, School Literacy Plan, CERs, and TCTs</p>
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Formal and informal observations, district level walk-throughs, KY Impact Survey results, Quality of School Climate and Safety Survey results, Opportunity to Learn Survey results, school social media posts, PBIS, classroom management systems, counseling program, FRC community outreach activities, parent-teacher conferences, family math and reading nights, after-school programs, principal's award and other recognition opportunities for students, and extra curricular opportunities</p>



2021-22 Phase Two: School Assurances

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

☐ Yes

☐ No

☒ N/A

COMMENTS

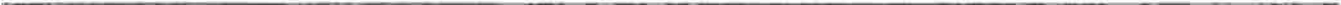
33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS



Attachment Summary

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

2021-22 Phase Two: School Safety Report

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2021-22 Phase Two: School Safety Report

School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

YES

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

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

YES

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

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

YES

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

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

YES

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

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

YES

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

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

YES

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

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

YES. JULY 2021

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

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

YES. AUGUST 10, 2021

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

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

YES

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

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

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

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

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

YES

Attachment Summary

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2021-22 Phase Three: Professional Development Plan for Schools

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

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. Increasing student achievement at the Proficient/Distinguished levels through implementation of research-based strategies to fully engage all students in active learning
2. Reducing the percentage of students scoring at the Novice level through an increased staff proficiency in using a variety of resources--including but not limited to digital content--to differentiate instruction.

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

Increasing student achievement at the Proficient/Distinguished levels in Reading and Math is our highest priority school goal for this year and next. Improving student achievement 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 engaged in the content presented to them. Reducing the percentage of students scoring at the Novice level is another priority school goal. Providing time and opportunities for teachers to work together to find, share, and master new resources to support students in a variety of learning modalities 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 teachers in grades K-6 to have fully implemented research-based instructional strategies which increase student achievement in both

Reading and Math, as evidenced by the percentage of students scoring at the P/D level on the K-Prep assessment. For our short-term goals, we want teachers in grades K-6 to use research-based instructional strategies every day to increase the overall school score in Reading by 50% and in Math by 40% by the 2024-2025 assessment as evidenced by the percentage of students scoring either Proficient or Distinguished in Reading and in Math.

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

Our first result would be that teachers will be more effective in their teaching practices and students will become more engaged. This will lead to higher levels of mastery in students. Also, by increasing staff, student, and parent awareness of a variety of effective strategies, we would also be causing them to possibly seek out additional teaching strategies, practices, and attitudes about the ways they interact with each other and the expectations they have for each other.

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.

An increase in the proficiency level of students will be the determination of success. Formal and informal observations, lesson plan review, and PLC notes will provide evidence that research based instructional strategies are being studied and implemented; however, the true measure of success will be the effect those strategies have on student achievement. An increase in the percentage of students scoring at the Proficient/Distinguished level in both Reading and Math will be the final proof that effective implementation has been achieved.

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

All teachers will benefit from professional development geared toward improving instructional strategies and boosting student achievement.

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-- and possibly district leaders--will be impacted in that they will be involved in finding, evaluating, and participating in professional development sessions and analysis sessions.

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

Many resources are available on-line to research and learn about strategies to reach students and teach them to be active learners. 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 often 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 schoolwide 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 want teachers in grades K-6 to increase their proficiency in using a variety of resources--including but not limited to digital content--to differentiate instruction in order to increase student achievement in both Reading and Math, as evidenced by a reduction in the percentage of students scoring at the P/D level on the K-Prep assessment. For our short-term goals, we want teachers in

grades K-6 to effectively use research-based resources every day to reduce the overall school Novice score in Reading by 50% and in Math by 40% on the 2024-2025 assessment. To accomplish this, teachers will need to continue to find and/or develop new resources to teach the 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.)

Teachers will be more effective in their teaching practices and students will become more engaged. This will lead to higher levels of mastery by students. Also, by increasing staff, student, and parent awareness of a variety of effective, engaging resources, we would also be causing them to possibly seek out additional opportunities to engage in learning.

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.

Improved student achievement and teacher efficacy will be the final determination of success. Formal and informal observations, lesson plan review, and PLC notes will provide evidence that research based resources are being developed and/or used; however, the true measure of success will be the effect the use of those resources has on student achievement. An decrease in the percentage of students scoring at the Novice level in both Reading and Math will be the final proof that effective implementation has been achieved.

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

All teachers will benefit from professional development geared toward the proficient use of highly engaging resources and boosting student achievement.

5e. 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 resources and engagement, and all teachers will benefit from added professional knowledge and skills. The principal--and possibly district leaders--will be impacted in that they will be involved in finding, evaluating, and participating in professional development sessions and analysis sessions.

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

Many resources are available on-line to research and learn about educational resources designed to increase student engagement, provide remediation, and help teachers enrich and/or differentiate. 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 often done remotely, access to other professionals is readily available.

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 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.

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.

In addition to analysis of formative assessment measures and universal screeners to assess student learning as a result of proficient use of resources, professional review of resources will be done by grade level teams and shared with the other teams and principal during PLC meetings. Staff members will help their peers become more proficient in the use of new resources. This will be done on a monthly basis so that adjustments may be made when necessary and also so that useful resources may be shared with more staff. The principal will pay particular attention to the use of these resources as he conducts his walk-throughs, informal observations, and formal observations.

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

n/a

Attachment Summary

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

2021-2022 Phase Three: Comprehensive School Improvement Plan

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Using the Comprehensive School Improvement Plan Template

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

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

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

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

Increasing proficiency in Reading and Math for all students is our primary goal. We have the same goal for our GAP groups--Students with Disabilities and Economically Disadvantaged Students. In years past, we have a gap in achievement between males and females in Math and Writing. Because the 2020-2021 K-Prep assessment did not reveal a gap, we did not include a goal for that; however, we continue to monitor achievement of subgroups such as male and female in order to adjust instructional practices, and the strategies we employed in the past to address this gap are still in place. In addition to increasing proficiency in Reading and Math for all students, including GAP groups, and increasing proficiency in Science, Social

Studies, and Writing, we have a goal to increase the percentage of students showing growth. To accomplish these goals, we will continue using student data from universal screeners, common assessments, and summative classroom measures to make instructional decisions and place students in remediation programs. We will also continue to use a variety of digital resources, individualized instruction, differentiation, collaboration between programs, etc. to ensure students receive optimal educational opportunities. Strategies such as having high expectations, communication of learning objectives, encouragement of family involvement, and recognition of student successes will also continue.

ATTACHMENTS

Attachment Name

 21-22 KDE Comprehensive Improvement Plan for Schools

Operational Definitions

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

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

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

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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


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

Requirements for Building an Improvement Plan

The required school goals include the following:

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 KDE Comprehensive Improvement Plan for Schools	21-22 CIPS	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

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

1: Proficiency

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 31.6% to 81.6% and in Math from 8.6% to 48.6% by 2024 as measured by the 2023-2024 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency in Reading for all students from 31.6% to 48.3% by 2022 as measured by the 2021-2022 KSA.	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 the SBDM council.	Summative assessment measures, such as STAR Reading and Early Literacy, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PLC Minutes SBDM Minutes Teachers, Principal, & SBDM Council	No additional funding required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading and Early Literacy, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 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 STAR Reading and STAR Early Literacy, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PD Logs, Teachers' Meeting Agendas, and PLC Minutes Principal and teachers	No additional funding required
		B. Teachers will use Essential Questions, "I Can" Statements, and Learning Goals to make connections	Higher student mastery of reading standards as measured	8/21—5/22 Lesson Plans and Formal/Informal Observations; Zoom recordings	No additional funding required

		for students between the standards and lesson content.	by weekly skills tests and common assessments	Teachers and principal	
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Epic, Flocabulary, Read Theory, NewsELA, 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 KSA, as well as digital program logs and usage reports	8/21—5/22 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 activities 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 reading instruction for all students.	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP, STAR Reading and Early Literacy, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PD Reports and PLC Minutes Principal and teachers	No additional funding required
Objective 2 Increase Proficiency in Math for all students from 8.6% to 22% by 2022 as measured by the 2021-2022 KSA.	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	Summative assessment measures, such as STAR Math, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PLC Minutes SBDM Minutes Teachers, Principal, & SBDM Council	No additional funding required

		improvement will be shared with the SBDM council.			
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Math, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 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 STAR Math, MAP, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PD Logs, Teachers' Meeting Agendas, and PLC Minutes Principal and teachers	No additional funding required
		B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction in addition to using Essential Questions, "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	8/21—5/22 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, Google Classroom, Prodigy, Xtra Math, Flocabulary, Think Central, BrainPOP, and other digital content in order to enhance instruction in math, increase student	Summative assessment measures, such as STAR Math, MAP, IOWA, Common Assessments, and KSA, as well as digital	8/21—5/22 Lesson Plans, Program Reports, and Formal/Informal Observations; Zoom recordings Teachers and principal	Instructional funds \$6,500.00

		engagement, and provide more individualized instruction to all students.	program logs and usage reports		
		B. Teachers will participate in Math Design Collaborative activities 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 reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP, STAR Math, IOWA, Common Assessments, KSA, and classroom assessments	8/21—5/22 PD Reports and PLC Minutes Principal and teachers	No additional funding required

2: Separate Academic Indicator

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 27.9% to 46% in the area of Science, from 58.9% to 63% in the area of Social Studies, and from 19% to 49% in the area of Writing, by 2024 as measured by the 2023-2024 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of all students scoring at the Proficient/Distinguished level from 27.9% to 34% in Science and from 58.9% to 61% in Social Studies by 2022 as measured by the 2021-2022 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as IOWA, MAP Science, Common Assessments, KSA and classroom assessments	8/21—5/22 PLC and SBDM Minutes Teachers, principal, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in the areas of Science and Social Studies to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make decisions about 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, KSA, and classroom assessments	8/21—5/22 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 Classroom Embedded Assessments (CEUs) and Through Course Tasks (TCTs) and will	Growth in student data as provided by IOWA, Common Assessments, classroom data, scrimmages, TCTs, CERs, CEUs, the KSA, and classroom assessments	9/21—5/22 PLC minutes and Data Notebooks Teachers and principal	No additional funding required

		cooperate to make instructional decisions based on student performance data.			
	Design, Align, and Deliver Support	A. Teachers will use HMH-Into Science and Into Social Studies, as well as Generation Genius, 180 Days of Science, 180 Days of Social Studies, Flocabulary, BrainPop, MyOn, LDC, Teacher Created Materials, Study Island, IXL, and other digital resources to enhance instruction in Science and Social Studies, increase student engagement, and provide more individualized instruction.	Summative assessment measures, IOWA, Common Assessments, classroom data, MAP Science, and KSA, as well as digital program logs and diagnostic reports	8/21—5/22 Lesson Plans and Formal/Informal Observations; Zoom Recordings Teachers and principal	Instructional funds \$6,500.00
		B. 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 will be embedded in other content areas.	Growth & achievement, as measured by IOWA, Common Assessments, classroom data, and KSA	8/21—5/22 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations; Zoom recordings Teachers and principal	No additional funding required
		C. 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 KSA.	On-going Lesson Plans, Formal/Informal Observations, Data notebooks, KSA results Principal and teachers	No additional funding required

		D. Teachers in accountability grades will administer Science and Social Studies assessments in formats similar to KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on KSAs and will teach students to use self-evaluation as a tool to enhance their test taking efficacy.	Student performance on KSA, as well as individual performance on formative and summative products and scrimmages	8/21—5/22 Data notebooks and Scrimmage Test results 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 growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by classroom data, IOWA, and KSA; data from Impact KY Survey	On-going Student data notebooks, Formal/Informal Observations, and Zoom recordings Principal and teachers	No additional funding required
	Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science and Social Studies are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with KY Academic Standards for Science and the new KY Academic Standards for Social	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and KSA.	8/21—5/22 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, KSA results; Zoom recordings Teachers and principal	No additional funding required

		Studies. Science and Social Studies content will be taught in conjunction with other content areas whenever possible to maximize exposure to content and to help students make connections.			
Objective 2 Increase the percentage of all students scoring at the Proficient/Distinguished level in Writing from 19% to 29% by 2022 as measured by the 2021-2022 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, KSA and classroom assessments	8/21—5/22 PLC and SBDM Minutes Teachers, principal, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in Language Arts/Mechanics 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 language mechanics and writing achievement, as evidenced by scrimmage results, Common Assessments, MAP Assessment, KSA, and classroom assessments	8/21—5/22 Lesson Plans and Formal/Informal Observations; Zoom recordings Teachers and principal	No additional funding required
		C. Teachers will collaborate with the District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on KSA, as well as individual performance on formative and summative writing products and scrimmage results	8/21—5/22 Scrimmage Test results, Data Notebooks, and PLC Minutes Teachers and principal	No additional funding required

		D. 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 KSA, as well as individual performance on formative and summative writing products and scrimmages	8/21—5/22 Data notebooks, Scrimmage Test Results, & Formal/Informal Observations Teachers	No additional funding required
	Design, Align, and Deliver Support	A. Teachers and the principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Language Art/Mechanics and Writing. Writing tasks will be embedded in other content areas. Literacy Design Collaborative activities will be used to integrate writing into other content areas.	Growth & achievement, as measured by IOWA, Common Assessments, classroom data, and KSA	8/21—5/22 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations; Zoom recordings Teachers and principal	No additional funding required

		B. Teachers will use Study Island, Google Classroom, MyOn, Epic, Flocabulary, NewsELA, HMH, Read Works, and other digital resources in order to enhance instruction in Writing, increase student engagement, and provide more individualization. Writing tasks will be varied and will be designed to interest all students--male and female--by using age-relevant topics, current events, etc.	Summative assessment measures, IOWA, Common Assessments, classroom data, and KSA, as well as digital program logs and diagnostic reports	8/21—5/22 Lesson Plans and Formal/Informal Observations; Zoom Recordings Teachers and principal	Instructional funds \$6,500.00
		C. 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 KSA.	On-going Lesson Plans, Formal/Informal Observations, Data notebooks, KSA results Principal and teachers	No additional funding required
		D. Teachers in accountability grades will administer Writing assessments in formats similar to	Student performance on KSA, as well as individual	8/21—5/22	No additional funding required

		KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides similar to those used on KSA assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	performance on formative and summative products and scrimmages	Data notebooks and Scrimmage Test results Teachers	
	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 classroom data, IOWA, and KSA; data from Impact KY Survey	On-going Student data notebooks, Formal/Informal Observations, and Zoom recordings Principal and teachers	No additional funding required
	Design and Deploy Standards	A. Teachers in all grade levels will ensure that Language Arts/Mechanics and Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with the Kentucky Academic Writing Standards along with the district writing plan. Students will be provided	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and KSA.	8/21—5/22 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, KSA results; Zoom recordings Teachers and principal	No additional funding required

		differentiation to address their individualized needs. Teachers in all grade levels will incorporate Literacy Design Collaborative activities as well as the Ready Writer supplemental curriculum into writing activities, and writing activities will be embedded in other content area activities to help students make connections.			
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3: Achievement Gap

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

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 31.7% to 48.3% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 30.5% to 48.3% in Reading by 2022 as measured by the 2021-2022 KSA.	Review, Analyze, and Apply Data	A. Universal screeners will be used to identify students at-risk in reading and language arts/mechanics in order to place students in RTA, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and STAR Reading results; RTA, STC, & Title I schedules; classroom data	9/21—5/22 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	Growth in student data as provided by MAP, STAR Reading, STAR Early Literacy, AIMS Web Plus,	9/21—5/22 PLC minutes and progress monitoring data	No additional funding required

		to make instructional and placement decisions.	IOWA, common assessments, classroom data, and KSA	Teachers and principal	
	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 KSA	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 KSA	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, NewsELA, Google Classroom, Renaissance Place, HMH, Xtra Math, Prodigy, and other digital programs will be	Student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, KSA, 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

		utilized across content areas and grade levels as remediation, enrichment, and to extend learning.			
		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 after-school tutoring.	Student achievement and growth, as evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, common assessments, classroom data, and KSA	On-going MAP, STAR Reading, KSA results, 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 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 KSA; 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	Student achievement and growth, as	On-going	No additional funding required

		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.	evidenced by MAP, STAR Reading, STAR Early Literacy, IOWA, and KSA; data from Impact KY Survey	student data notebooks, formal/informal observations, and Zoom recordings Teachers and principal	
Objective 2 Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 5.2% to 22% and of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 8.8% to 22% in Math by 2022 as measured by the 2021-2022 KSA.	Review, Analyze, and Apply Data	A. Universal screeners will be used to identify students at-risk in math in order to place students in math intervention groups such as Save the Children (STC) Math, and Title I Math, 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, STAR Math, IOWA, KSA results; and classroom assessments STC, MIT & Title I schedules	9/21—5/22 progress reports and data sheets for students receiving services Teachers and principal	No additional funding required
		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	Student growth, as evidenced by MAP, STAR Math, & AIMS Web Plus measures and data provided	On-going progress monitoring data Teachers and principal	No additional funding required

		intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	through progress monitoring		
		C. Teachers will collaborate with MIT, Title I, STC, 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 Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	9/21—5/22 PLC minutes and progress monitoring data Teachers and principal	No additional funding required
	Design, Align, and Deliver Support	A. MIT, Title I, STC, 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 Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	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	Student growth as evidenced by MAP, STAR Math, AIMS Web Plus, IOWA, common assessments, classroom data, and KSA	On-going lesson plans, PLC minutes, formal/informal observations, and Zoom recordings Teachers and principal	No additional funding required

		engaging, content-rich instruction for all students.			
		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, STAR Math, IOWA, KSA, common assessments, classroom data, and digital programming logs and diagnostic reports	8/21—5/22 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, STC, 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, STAR Math, KSA, common assessments, classroom data	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 surveys conducted	Student achievement and growth, as evidenced by MAP, STAR Math, IOWA, KSA, 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

		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, STAR Math, IOWA, KAS, 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 percentage of students showing growth by 5% in Reading and Math by 2024 as measured by the 2023-2024 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students showing growth by 2% in Reading by 2022 as measured by the 2021-2022 KSA.	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, KSA results, data notebooks, and PLC minutes	8/21—5/22 PLC minutes, lesson plans, and data notebooks Principal and teachers	No additional funding required
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, special education referral, or tutoring.	MAP, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 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 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	MAP, STAR Reading and STAR Early Literacy, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 Data notebooks and PLC minutes Teachers and principal	No additional funding required

		differentiation for students performing at all levels.			
		C. Teachers will use IXL, Study Island, Reading Eggs, MyOn, Google Classroom, Read Theory, Flocabulary, NewsELA, Epic, Google Classroom, Renaissance Place, BrainPOP, and HMH to supplement reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 Digital program usage logs, diagnostic reports, data notebooks, lesson plans, and Zoom recordings Teachers and principal	Instructional funds \$6,500
	Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a test scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to KSA 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	12/21—5/22 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	Student growth as indicated by performance on common assessments, formative and summative measures, and classroom data	8/21—5/22 Student data notebooks, lesson plans, PLC minutes, formal/informal observations, and Zoom recordings Teachers and principal	No additional funding required

		to implement curriculum and standards.			
Objective 2 Increase the percentage of students showing growth by 2% by 2022 in Math as measured by the 2021-2022 KSA.	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, KSA results, data notebooks, and PLC minutes	8/21—5/22 PLC minutes, lesson plans, and data notebooks Principal and teachers	No additional funding required
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, special education referral, or tutoring.	MAP, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 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	MAP, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 Data notebooks and PLC minutes Principal and teachers	No additional funding required

		teaching strategies and differentiation for students performing at all levels.			
		C. Teachers will use IXL, Prodigy Math, Study Island, Google Classroom, Flocabulary, Xtra Math, Epic, Google Classroom, BrainPOP, and HMH to supplement math instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, KSA results, data notebooks, and PLC minutes	8/21—5/22 Digital program usage logs, diagnostic reports, data notebooks, lesson plans, and Zoom recordings Teachers and principal	Instructional funds \$6,500
	Design and Deliver Assessment Literacy	A. All students in Grades 3-6 will participate in a test scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to KSA 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	12/21—5/22 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	Student growth as indicated by performance on common assessments, formative and summative measures, and classroom data	8/21—5/22 Student data notebooks, lesson plans, PLC minutes, formal/informal observations, and Zoom recordings Teachers and principal	No additional funding required

		to implement curriculum and standards.			
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5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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) including Additional Targeted Support and Improvement (ATSI) Schools

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

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

Additional Actions That Address the Causes of Consistently Underperforming Subgroups Of Students
<p>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.</p> <p>Response:</p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

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

2021-22 Phase Three: Executive Summary for Schools

Whitley County North Elementary School

Larry Brown

6670 Hwy 26

Rockholds, Kentucky, 40759

United States of America

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2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Whitley County 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 panels 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 36,427--97% of whom are white, 0.9% African American, 1.4% Hispanic, and 2.6% two or more races. The median household income is \$39,500 with 22.6% of the population below the poverty level; the median household income for the state of Kentucky is \$50,689 with 16.3% at the poverty level. The demographics of our students are similar to those of the county with 91.5% of our students being white, 1.6% African American, 3.2% Hispanic, and 2.6% two or more races. 90.6% of our students are eligible for free or reduced lunch, as compared to 80.7% of the students in the Whitley County School District and 60.5% of the students in the state of Kentucky. Whitley County North Elementary serves about 344 students in Preschool through 6th Grade. We have two preschool classrooms, two Kindergartens, two 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and one 6th grade classroom. While we have a lower average number of students identified as Gifted/Talented (WCNE 5.2%) than the district average (11.8%) and the state average (13%), we have a higher than average number of students qualifying for Special Education (34.5%) as compared to the district average of 25.6% and the state average of 15.7%. We also have a higher number of students who are homeless 7.5% vs. 6.3% (District) and 2.6% (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 40.5%, and the average in Whitley County is 43.2%. Our students are significantly behind when they enter Kindergarten with only 29.7% 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. 92.8% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 14.1 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 thirteen homeroom teachers, we have six special education teachers, one Read to Achieve teacher, one Save the Children reading specialist for Grades K-6, one Save the Children math 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, and each is certified in their area of instruction and collaborate with their peers to incorporate arts, music, theater, literature, technology, movement, physical education, and practical living into our curriculum. The classified staff consists of five instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by nine bus drivers and bus aides as well as four cafeteria staff. We have one full time, certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors for on-site services during the school day, after school, and during the summer. We have a partnership with Family Healthcare Associates who provides an itinerant nurse, as well as diagnosis, treatment, and education via tele-med technology. We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary. Although our 21st Century Flash after-school and summer programs--which we depended upon to provide opportunities to explore cultural and educational interests in addition to tutoring--was not funded for this year, we plan to seek funding for next year. We currently provide after-school reading services for students who qualify as at-risk readers, and we utilize Extended School Services funds to provide tutoring services to students who are at risk of not meeting grade level exit criteria and expectations. To address the needs of exceptional students, Gifted and Talented Education programs are implemented, as

well as Special Education programs. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 10:1 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 desktop computers, View Sonic interactive boards, document cameras and Chromebooks. We have now exceeded our goal of 1:1 classrooms. Presently, our student to computer ratio is 1:1.3. Our ultimate goal is to eliminate all barriers to learning for all our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic circumstance, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment". We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Common Core standards and correlates with the Kentucky Academic Standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a

daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies. In addition to the exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by an MIT (math intervention teacher) and 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, her assistant, and volunteers provide small group and individualized reading instruction to students in Kindergarten through 6th Grade, while a STC Early Childhood interventionist provides reading services for families and children ages birth to 3 year old. 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. A Save the Children math interventionist provides small group services to students in Grades K-6 in math, while 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. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals. We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement. Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are encouraged to participate in extracurricular activities such as Academic Academy, sports programs, such as soccer, football, cheerleading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, Girl Scouts, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of

students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

Notable Achievements and Areas of Improvement

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

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extracurricular activities, and sports. Every year we strive to improve student performance, and, prior to the highly unusual circumstances of the past two school years, we were achieving many of our goals. According to the 2018-2019 assessment, we met the goal we set of reducing the percentage of 3rd grade students scoring at the Novice level in math by 17.2%. 3rd grade students scoring at the Proficient/Distinguished levels also moved from 20.9% to 55.5%, for a 34.6% gain from the previous year. In 4th grade, students scoring Proficient/Distinguished increased from 31.8% to 40% in 2018-2019, an increase of 8.2%, and the Novice scores for that same group decreased from 6.8% to 2.2%, a decrease of 4.6%. Meanwhile, there were no Novice Math scores in 6th grade for the second year in a row. According to the IOWA assessment for the 2018-2019 school year, Whitley North 2nd graders had the highest English Language Arts National Percentile Ranking in the district with an NPR of 81, and our Kindergarten had the second highest ELA NPR in the district with an NPR of 95. These Kindergarten scores are especially impressive when weighed against the fact that Whitley North--with only 22.8% of Kindergartners rated as Ready--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. Also, our Proficiency Rating of 86.5 was only 3.5 points from moving from the high category to the very high category. And, with a Separate Academic Indicator of 75.4, and a Growth Indicator of 60.7, WCNE's overall performance was in the high category based on the accountability profile used at that time. Furthermore, the number of students scoring at the Novice level decreased at all grade levels. In the area of Social Studies our school continued to dominate with 72.1% of WCNE students scoring at the P/D level, as compared to 66.7% of district students and 53% of state students. While it is impossible to determine whether we would have reached all our goals had our progress not been impeded by the pandemic, we can see from the assessment results from 2020-2021 that there are some positive glimmers. For example, our 4th grade students are outperforming their peers in the area of reading with 47.7% scoring at the Proficient/Distinguished level, whereas the district average was 44.3% and the state average was 43%. Our 4th grade also had fewer students scoring at

the Novice level than both the state and the district (North: 22.7% vs. District: 28.7% vs. State 28.1%). Also, 4th Grade science scores are promising as fewer students scored at the Novice level than both the district and the state (North: 14% vs. District: 15.7% vs. State: 17%), and more students scored at the Proficient/Distinguished level than the state (North: 28% vs. State: 25.1%). Finally, our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 31.7% of Students with Disabilities scored at the P/D level as compared to 31.6% of all students; in math, 5.2% of Students with Disabilities scored at the P/D level as compared to 8.6% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 30.5% scored at the P/D level as compared to 31.6% of all students; in math, 8.8% scored at the P/D level as compared to 8.6% of all students. For students in Kindergarten through 2nd Grade, the latest nationally normed year-end assessment was the IOWA assessment taken in the Spring of 2019. According to those results, Kindergarten students scored at the 95th percentile in Reading and the 84th percentile in Math; 1st grade students scored at the 64th percentile in Reading and the 69th percentile in Math; and 2nd grade students scored at the 81st percentile in Reading and the 80th percentile in Math. To analyze current K-2nd grade performance, we disaggregated the universal screener we use three times each year. The MAP assessment is a nationally normed measure, and that assessment indicated that 1st grade students showed increased performance based on RIT scores in both Math (from 168.2 in 2018-2019 to 171.5 in 2019-2020) and Reading (from 166.3 in 2018-2019 and from 169.2 in 2019-2020), a notable achievement when compared to IOWA results. While we are very proud of our school for our overall continuity of progress toward proficiency as well as our dedication to ensuring high expectations for all students, we do have some areas of concern. First of all, we had fewer students scoring at the Proficient/Distinguished levels in all subject areas on the 2020-2021 KPrep assessment. After several years of an upward trend, Math P/D scores decreased by 1.3%, Social Studies P/D decreased by 6.2%, and Writing P/D decreased by 2.6% in 2018-2019. While the overall percentage of students scoring Novice in Math was down in 2018-2019, the overall percentage of students scoring at the Proficient/Distinguished level was also down. We have no actual data for the 2019-2020 school year, but the data for the 2020-2021 school year is alarming. In Reading, our school went from 71% of students scoring at the P/D level to only 30.5%; in Math, we went from 64.5% of students scoring at the P/D level to only 8.8%. We did not have sufficient data to compare the Writing, Social Studies, and Science scores for the whole school to past years; however, we have looked at individual student scores and found that there are significantly fewer students scoring at the P/D level in all subject areas. We understand that scores across the state are drastically lower for all students, but we are still concerned and began implementing remediation

strategies as soon as students returned to in-person instruction. Overall reading and math growth is always a focus, and this year even more attention will be paid to moving all students back toward Proficient/Distinguished levels. Writing, Science, and Social Studies will also be focal points due to the generalized drop in students' skill levels and knowledge base, as recognized by classroom teachers and evidenced by student performance on all assessment measures. Our plan over the next three years is to regain the momentum we had prior to the pandemic and increase the percentage of students scoring at the Proficient/Distinguished levels to at least those numbers. As we have been successful in the past through careful analysis and targeting of individual student needs through the use of differentiation in Reading and Math, we will return to that model with the addition of supplemental digital resources. With students continuing to miss more in-person instruction than in previous years, we must have a remote learning component built into our program, and teachers, students, and parents must be trained to use this resource effectively and efficiently. To get students back on track in the area of writing, we are planning more collaboration time with the District Writing Coach, continuing to use a supplemental writing curriculum (Ready Writing) for Kindergarten through 6th Grade, and putting a greater emphasis on writing mechanics and on-demand writing in all grades. 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. In Science, our teachers are working across grade levels to ensure that all NGSS content is being taught and that students are being assessed in a manner similar to the format of the K-Prep assessment. Also, the District Science Coach will continue to be invited to collaborate with teachers to plan instructional activities designed to address areas of weakness. Teachers will continue to use supplemental programs such as Mystery Science, Generation Genius, Study Island, BrainPOP, Flocabulary, and Science Daily to promote scientific inquiry in addition to the Into Science resources recently adopted by our district. We have also added Science, as well as Social Studies, to our IXL subscription to give teachers more resources for differentiation, remediation, and enrichment in the area of those subjects. Teachers are collaborating to plan Social Studies lessons aligned with the new standards and to find resources to effectively teach those standards with a high degree of fidelity. While there isn't an obvious gap in achievement between males and females at this time, one has existed in the past in writing and math. Therefore, teachers at 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 collaboration time with the district writing coach in planning small focus groups to meet the instructional needs of all ability levels and genders in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate individual and group performance on formative and summative

measures of reading, math, language/writing, social studies, and science proficiency and will adjust instruction to meet student needs accordingly. Student groups--including genders, students with disabilities, and economically disadvantaged students--will be analyzed to ensure no achievement gaps are beginning to form. We see that the plans for improvement that we implemented in the past few years have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in all content areas. We will concentrate on maximizing instructional time and providing RTI to students who do not show progress. In addition to an outstanding academic program, Whitley North has competitive sports and extra-curricular programs which include our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and an academic team. We typically place in district tournaments each year. During the 2018-2019 school 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 many of 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 during the last season. In the last academic 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 had 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 have always participated 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. Now that we are back to school, we hope to continue this tradition of healthy competition and striving to be our best in all areas. In addition to student achievements, our staff has made real strides in adding to their teaching repertoire. In order to serve students remotely, all teachers had to become proficient in managing a Google classroom, evaluating and using new digital content, teaching in an on-line platform, and designing and planning content in new ways. Whitley North is continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth, and we are going to regain our steady growth in all content areas. This Spring, we hope to reinstitute our 21st Century programs to bring back our previous march toward proficiency in all areas. Although we have had a setback, we will overcome the barriers we face and will continue to push forward, setting even higher goals to be reached for our academic, extracurricular, and athletic programs.

Additional Information

01/04/2022

Whitley County North Elementary School

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

n/a

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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