



2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County East Elementary School

Mike Partin

13781 E. Highway 92

Siler, Kentucky, 40763

United States of America

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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.

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.

Mike R. Partin, Principal, Whitley County East Elementary School, 09.14.2022



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2022-23 Phase One: 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 East Elementary School is located directly on Kentucky State Highway 92E in an easternmost corner of Whitley County, Kentucky. We are one of the seven elementary schools that, along with a middle school, a high school, the virtual Colonel Academy, and an alternative school comprise the Whitley County Public School District. Whitley County East Elementary School is currently celebrating its fifteenth year of operations; we opened our doors in September 2007 upon the consolidation of the former Nevisdale and Poplar Creek Elementary Schools. Our community has a rich sense of history and heritage; many students can trace their lineage and family history to the early pioneer settlement of the area. This rich history provides a background and community identity, and these cultural deep roots anchor us as we prepare our community's students for life in the 21st century.

The area we serve is very rural, mountainous, geographically large, and economically poor; at present time approximately 88.5% of our student population of 253 students in grades preschool through sixth grade qualify for free or reduced meals. We are a schoolwide Title I school. 97.2% of our students identify as being White, Non-Hispanic, 2% identify as having a background of two or more races, and 0.8% identify as Hispanic or Latino. A significant portion of our students are in the care of someone other than their biological parents, including some who are being raised by their grandparents or other relatives, even great grandparents. 16.6% of those 253 students receive gifted and talented services and 42.6% of our population receives special education services and/or speech and language services. By gender, 126 of our students are female and 127 are male.

As a school and a community, we refuse to permit the implications of poverty to define us in any way other than simply another barrier to overcome. Our campus sits just about 900 or so feet above sea level and is framed by the beautiful foothills of the Appalachian Mountains. As a learning community, we take a good deal of pride in our building and campus, our students, and their families. Our population has remained consistent across the past three years in terms of size, despite a higher-than-normal transiency rate of students moving in and out of our district: in 2019, we had 245 students, in 2020, 257 students, and in 2021 there were 253. At the time of this report, there are eleven Kindergarten through grade six homeroom teachers and two preschool homerooms at Whitley County East Elementary School. We have dedicated Reading and Math intervention teachers, one nationally board-certified speech and language pathologist, and four exceptional needs educators. Rounding out our faculty is a Media Specialist/STREAM teacher, a VPA/Health and PE teacher, and a building principal.

Our faculty is comprised of twenty-two dedicated educators 17 of whom are female and 5 of whom are male. The average experience rate in our building is 10.6 years, and 15.8% of our teachers have a bachelor's degree, 42.1% have a Master's Degree, while 42.1% of our faculty have a Rank I. 4.5% of our faculty have emergency or provisional credentials. Last reporting cycle, we had a 15% turnover rate among our faculty, due to transfers and retirements. Our classified staff consists of 10 instructional support staff/clerical workers, including two CDA Preschool Assistants, an Attendance Clerk and an Office Manager. We have an on-site Family Resource Center and Coordinator who works to reduce noncognitive barriers to student learning. We have three custodians who keep our building clean and in good repair, and six cafeteria staff. Additionally, our school partners with a local mental health agency, Cumberland River Behavioral Health, and our building has the services of two full time school-based therapists. We have eight buses with drivers and bus assistants who serve our area. Most of our staff wear multiple figurative hats, and volunteer to coach teams or coordinate special events at our school. Finally, our staff and faculty work closely with other district level employees and leaders, including several Instructional Coaches, as well as incredible community members and collateral partners to support our students and their needs. Our students and community benefit from several key grant programs and the resources they bring, that are on-site; Read to Achieve, Kentucky Comprehensive Literacy Grant, 21st Century S.P.A.C.E., and Save the Children Early Steps, Math and Literacy. Our faculty and staff are dedicated to student achievement, growth, and social and emotional well-being.

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.

The values of Whitley County East Elementary School are as strong as the foothills of the Appalachian Mountains that surround our beautiful, rural forty plus acre campus. Our school's mission is to provide and cultivate an environment in which all students are supported emotionally and socially and expected to achieve at high levels. Our school motto is "Whitley County East Elementary School: Where Kids Come First!" and we mean that sentiment with all sincerity. Every activity we do and every decision we make hinges upon our purpose, which is supporting student achievement and well-being. The guiding values of our school culture reflect our determination to provide our students with the opportunity to develop a good work ethic, a strong moral compass, and old-fashioned grit, while providing as much rich and relevant educational opportunities as possible for our students. We see education as a means to help lift our students from poverty and its implications. When our students are successful, we all are.

Our curriculum is tightly and rigorously aligned both horizontally and vertically with state and national standards through the Kentucky Academic Standards and the Common Core. We employ a wide array of evidence proven and best practice instructional strategies and methods for each grade level and classroom. In addition to the core subjects of math, reading, language arts, science, and social studies, our

students receive instruction in physical education, health, visual and performing arts, world languages, and careers and technology. We further utilize several resources to enrich instruction and help students make connections to content, including supporting differentiated learning, enrichment, as well as teaching to student areas of need but also helping students to develop their strengths. Our curriculum supports students in developing creativity, independent thinking, social and emotional well-being, and citizenship at the local, regional, state, national, and global level. Students are held accountable through a grading scale and exit criteria by grade level and teachers offer frequent, meaningful feedback on student assignments.

Each child we teach is unique, and we pride ourselves as a faculty and staff on meeting their individual needs, supporting their social and emotional needs, all while holding to a high academic and behavioral standard for all. We want each of our students to fulfill her or his highest social and academic potential, so that they may better prepare for their respective roles as citizens of our community, our Commonwealth, the nation, and the world. We offer the opportunity for our students to participate in a variety of extracurricular clubs, sports, and activities, including both girls' and boys' basketball, football, cheerleading, academic team, girls' and boys' soccer, PRIDE club, little league football, and basketball. We have an active Mustang Theater and Choir that is a source of community pride and they perform at many school functions and assemblies, including plays and other school events. Most days that school is in session, there is activity at our school from before the school day starts to long after the traditional day has ended. The school is a gathering place and a focal point for our rural community.

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.

As a school, we are in competition only with ourselves and in that to be better than we were and to help each student achieve at the highest possible level. Achievement scores are simply one piece of a very complex puzzle that tells the tale of Whitley County East Elementary School, our students, our faculty and staff, and our community. Our faculty and staff are dedicated to student growth and achievement, as well as effective social and emotional growth and support for each student in our care. We are continually trying to improve learning for our students. In recent years, we have had several student winners in the Whitley Area Retired Teachers' AARP "Grandparent of the Year" Essay contest, some of whom have went on to region and even state level competition. One of our fifth graders won the fifth grade AARP Grandparent Essay district contest again in the spring of 2022. Also, last spring, we had two co-district winners in the Daughters of the American Revolution sponsored essay contest; each wrote a theme on the topic of the Tomb of the Unknown Soldier dedication. One of the students had won by writing a theme about the Boston Massacre they year prior in 2021. We are very proud of these students and of all our students who wrote for these authentic purposes.

The most recently available spring assessment data (2021) must be viewed with much caution due to continuing fallout from the COVID 19 Pandemic. Our 3-6 students took the Kentucky Summative Assessment online for the first time. Overall, Whitley County East Elementary School students performed ahead of or near district and state combined proficiency and distinguished categories as assessed by the Spring, 2021 Kentucky Summative Assessment, which 81.9% of our 3-6 population of 144 (118 students) participated in are as follows:

Grades 3-6 Reading-- 50% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 37.5% of 868 at the District level and 39.5% of 124,790 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Reading Apprentice: East, 28.8%; District, 25.6%; 25.8% State. Grades 3-6 Reading Novice: East, 26.3%; District, 34%; State, 34.8%.

Grades 3-6 Math—27.9% of our 118 students demonstrated performance in the Proficient/Distinguished Category, compared to 23.3% of 868 at the district level and 30.4% of 124,780 students in the Proficient/Distinguished Category at the State level. Grades 3-6 Math Apprentice: East, 44.9%; District, 42.4%; 38.2% State. Grades 3-6 Math Novice: East, 27.1.3%; District, 23.3%; State, 31.4%. Science, Grade 4—88.6% Participation Rate--48.4% of our 31 fourth graders demonstrated performance in the Proficient/Distinguished Category, compared to 28.5% of 299 at the district level and 25.1% of 42,449 students in the Proficient/Distinguished Category at the State level.

Grade 4, Science, Apprentice: East, 38.7%; District, 55.9%; State, 58%. Grade 4, Science, Novice: East, 12.9%; District, 15.7%; State, 17%. No data for 2021 Fifth Grade Social Studies available (Field Test Year.)

On-Demand Writing, Grade 5—78.9% Participation Rate--56.7% of our 30 of our fifth graders demonstrated performance in the Proficient/Distinguished Category, compared to 41.5% of 263 at the district level and 39.85% of 42,565 students in the Proficient/Distinguished Category at the State level. Grade 5, On-Demand Writing, Apprentice: East, 36.7%; District, 42.2%; State, 44.6%. Grade 5, On-Demand Writing, Novice: East, 6.7%; District, 16.3%; State, 15.6%.

Prior to COVID, Whitley East performed comparably in terms of achievement as we have for the past seven consecutive data cycles, and held ground in reading, and math, but climbed significantly in science, social studies, and on-demand writing. In 2018-19 our school was designated as "Five Star," one of 56 elementary, middle, and high schools to achieve such status out of 1,272 other public schools in Kentucky. According to schooldigger.com our school was ranked 21 of 700 schools in Kentucky. Whitley County East Elementary performed in a comparative manner or better, when compared to other schools in our category across the nation and state. On the latest (2019) data, we were noted to have "high" proficiency and growth in reading and math, and "very high" in the Separate Academic Indicator category. In addition to being ranked as one of fifty-six five star schools in the state, Whitley East achieved top ten status in terms of scores on the separate academic indicator (science, social studies, on demand writing) and had the top score in the

region in the elementary category for separate academic indicator as recognized by the South East South Central Educational Cooperative.

Our K-2 population took the IOWA test for the first time in two years since the COVID Pandemic began. The spring, 2022 results were as follows:

Kindergarten performance yielded grade level aggregate scores for total reading at the 97th National Percentile Rank, ELA (English Language Arts) total at the 90th percentile rank, and mathematics total at the 75th percentile rank. First grade yielded grade level aggregate scores at the 45th percentile rank in reading, 36th percentile rank in ELA (English Language Arts) and an aggregate math score at the 40th percentile rank for math total. Second grade yielded an aggregate score at the 44th percentile rank for reading total, 48th national percentile rank in ELA (English Language Arts) total, and 71st percentile rank in mathematics total.

Our Brigance Screener, which indicates students who enter our Kindergarten program "Kindergarten Ready" fell from the fall of 2020 to the fall of 2021 from 55.6% ready (44.4% not ready) in 2020 to only 36.1% (63.9% not ready) in 2021. By way of comparison, 48.3% of our district population were kindergarten ready in 2020 and 39.5% of the district population were kindergarten ready in 2021. Students who attended Head Start or preschool were more likely to be Kindergarten ready than their counterparts, who did not attend either early childhood intervention.

In 2020, our certified faculty took the Impact Kentucky Survey for the first-time regarding perception of working conditions in our building. The following favorable results were reported in 2020: Educating All Students, 92%, compared to 74% in Kentucky, 72% for District. Feedback and Coaching, 95%, compared to 56% Kentucky, 68% District. Managing Student Behavior, 90%, compared to 65% Kentucky, 77% District. Professional Learning, 93%, compared to 59% Kentucky, 62% Whitley County. Resources, 70%, compared to 46% Kentucky, 61% Whitley County. School Climate, 96%, compared to 62% Kentucky, 72% Whitley County. School Leadership, 93%, compared to 62% Kentucky and 70% Whitley County. Staff-Leadership Relationships, 96%, compared to 76% Kentucky, 79% Whitley County.

This is contrasted with the Spring, 2022 Tell Kentucky information for Whitley County East Elementary with district and state comparisons. There were 26 certified surveys filled out for Whitley County East Elementary School. The data from the 2022 Impact Kentucky Working Conditions Survey was reported as being rated favorable: Educating All Students, 88%, compared to 67% in Kentucky and 72% for the District. Emotional Well-Being and Belonging (new category) 86%, compared to 48% in Kentucky and 68% in Whitley County. Feedback and Coaching was rated 99%, compared to 55% for Kentucky and 73% Whitley County. Managing Student Behavior was rated 95% compared to 65% Kentucky and 81% Whitley County. Professional Learning was rated 96% compared with 57% Kentucky and 72% Whitley County. Resources was rated 88% compared with 49% Kentucky and 70% Whitley County. School Climate was rated 93%, compared with 60% Kentucky and 75% Whitley County. School Leadership was rated 97%, compared with 64% Kentucky

and 77% Whitley County. Finally, Staff-Leadership Relationships was rated 99%, compared with 76% Kentucky and 86% Whitley County.

Achievements and survey results aside, there is still plenty to work on to help all our students grow and achieve. At the time of this report, we are awaiting state release of the Spring, 2022 Kentucky Summative Assessment scores. As we are awaiting receipt of this data, our plan is to continue to help grow our novice population in the subjects of reading, math, science, social studies, and on demand writing and to maintain the progress we have made in the face of the barriers we face daily- poverty, COVID, and so many other factors. To that end, we will continue to demonstrate efficacy in our instruction, and use a data-driven and informed approach to instructional delivery, differentiation, and enrichment. We will continue to address social and emotional learning and remove noncognitive barriers. Our main focus will be novice reduction in math and reading. We realize that our biggest gaps are in grades 2 and 3 this year, based on our benchmark assessments and other data. We want our students to not only survive, but also to thrive no matter what barriers they face as students and no matter what barriers we face as educators. Our foundational cultural principles guide us in all we do: grit, moral compass, work ethic, and education. We are East.

Additional Information

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

n/a

Additional Information

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

The students at Whitley County East Elementary School benefit from several grant programs at present time which help us differentiate and enrich our instructional practice during and beyond the school day. We are in the fifth year of a five-year continuation grant for the 21st Century S.P.A.C.E. grant, which provides our students with opportunities to develop college and/or career skills for 120 days of before and after school programming as well as twenty additional days during the summer. Students participate in tutoring and clubs that reinforce S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Art, and Math) activities and field learning experiences. Clubs meet and explore student interests throughout the year include robotics/coding, archery, technology, book clubs, gardening/landscaping, scrap booking, photography/videography, life, math, dance, music, and cooking.

Whitley County East Elementary is also a full Save the Children Grant site, and the goal of that program is to help improve literacy over time in our school by helping students reach reading and mathematics proficiency, particularly by third grade. The Save the Children Reading Interventionist and her team all work with many of our most vulnerable students. Our school also has an on-site Save the Children birth to age five literacy coordinator, who does outreach to parents and collaborates with our preschool to ensure that our students enter kindergarten ready to learn. Our K-3 population benefits from a Read to Achieve/Reading Recovery trained interventionist, who helps build capacity among our faculty each year and provides another layer of intervention support. Our district funds a dedicated math interventionist who works with identified students from kindergarten to sixth grade and, like her reading counterpart helps to build mathematics capacity across our faculty.

Parents/guardians have the opportunity for several parent-teacher conferences across the year. Our P.A.V.E. (Parents As Volunteer Educators) program further enriches learning in the classroom, Learning is further enhanced and supported at Whitley County East Elementary through a Kentucky Comprehensive Literacy grant. Even though our poverty rate has held steady at 86-88.5% for the past three years, we refuse to let the implications of poverty define our school or our students.

Our onsite family resource center works alongside faculty and staff to help remove non cognitive barriers to our students' learning, including basic needs and attendance support. We are rich in determination and use technology resources to help level the playing field to support, enrich, and where necessary remediate and enhance mastery of the Kentucky Academic Standards, which is especially critical in the wake of the COVID 19 Pandemic experience.

As a faculty, we fully understand that skill and standard mastery as well as social and emotional well-being supports equates to student success and achievement. Our curriculum is aligned vertically and horizontally, and is rigorous, yet supportive. We use all available academic and behavioral data to make sure that our students are supported socially and emotionally as well as challenged academically This data is discussed by our school wide intervention teams and grade level professional learning community teams with the intention of supporting student growth and achievement.

We pride ourselves as a faculty on understanding both the data and the child that the data represents, and we actively seek ways to promote the gifts and talents of our students in both academic and non-academic ways, including student performances and exhibitions, athletic and academic teams, writing contests, and other venues and events as opportunities present.

Along the way, we celebrate student achievement milestones: recognizing upper- and lower-case letters and sounds in preschool and kindergarten, attainment of Eager or Independent Mustang Reader status, math fact automaticity or understanding, honor roll (all A/B marks for the semester,) principal's list (all A marks for the semester), excellent attendance, and extracurricular achievements. The overall goal of our school is to give our students the opportunity to develop a

good work ethic, a strong moral compass, old fashioned grit, and the best educational opportunities we can provide.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report

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Mike Partin

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2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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) and is a copy maintained in the school office?

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 2022

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. 8-9-22

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

Yes

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

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 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.

Whitley County East Elementary School has several very specific protocols and processes in place for the express purpose of analyzing and applying data results from our formative and summative assessments. This detailed analysis typically takes place during our protected PLC (Professional Learning Community) meetings and is documented by our PLC agendas/minutes, which are shared among PLC membership and district leadership in a confidential Google Team Drive. The Team drive allows us to collaborate asynchronously or in real time, face to face, and virtually. PLCs are comprised of building level teaching faculty, the principal, a board level instructional coach, and periodically, our Deputy Superintendent and/or Superintendent. PLCs that include the building administrator meet approximately at least monthly, while grade level teacher leader led PLC teams meet on a prescribed bi- monthly schedule nine times per semester.

All disaggregated data is reported in aggregate form back to our Site-Based Decision-Making Council, which is comprised of our building principal, three elected teacher representatives, and two elected parent representatives, as documented on SBDM agendas and minutes. Data is further shared in aggregate form to our parent advisory group, which is our Parent Teacher Organization. Data from our school report card and is available on-line at our web page which is

<https://www.whitley.kyschools.us/9/Content2/184>. Parents/stakeholders are notified in writing regarding the location of this data and a paper copy is available to anyone who may request it. A mixture of summative and formative data informs and drives our instructional practice and delivery, as well as interventions and enrichment for all students P-6. The data is further shared and discussed on an individual basis to our parents/ legal guardians during scheduled parent- teacher conferences and reports home, as documented on sign in sheets/attendance rosters. The summative assessment data is publicly shared at least annually to our local board of education, during the December meeting, as documented on board agendas and meeting minutes.

Formative data is reviewed by our faculty in-depth at least three times per year. This review takes place in our Professional Learning Communities and School-Wide Intervention Teams as we analyze the results of our universal benchmark assessments, MAP (Measures of Academic Progress) in math and reading for grades K-6, and language for grades 2-6, and science for Grade 4. In addition, STAR Early Literacy is administered to our K-1 population who have not attained independent Mustang Reader status, and the STAR Reading test is administered to those students in grade 1 who have attained Independent Mustang Reader status. Students 2-6 take the STAR reading and math assessment three times per year. In addition, all students are rated on the Review 360 social emotional screener. Data reviewed and utilized by our PLCs include the results of our Review 360 Behavioral Universal Screening and intervention system, Renaissance STAR Reading and Math assessments, Kindergarten entry Brigance Screener, and for students who are in Tier 2 or Tier 3 intervention, our AIMS Web benchmark results, on the same schedule as our MAP results. Each spring and fall our teachers receive and disaggregate summative data from our spring IOWA assessments for grades K-2 and our spring Kentucky Summative Assessment for grades 3-6 in the fall when released by the Kentucky Department of Education.

All school wide and intervention team meetings are documented by agendas, sign-in sheets, and minutes and further shared among faculty who have a vested interest, in our confidential Google Team drive. Our faculty uses this formative data to inform and drive our instructional practice and delivery. We also include evidence-based activities and recommendations to support continued student academic and social emotional growth.

For both key summative assessments (IOWA (K-2) and KSA (3-6) we focus our analysis around these major questions: What is our overall analysis of the data? What do we need to be aware of regarding by way of our informing and driving instructional delivery, i.e. instructional strengths and improvement areas for our core subjects? What are some areas for celebration? Why? What are some areas for concern? Why? What instructional opportunities to move kids forward academically

did we seize? What instructional opportunities did we miss? What is our plan of action for this subject area for this year for my class? For our respective grades? Is our school/grade on track regarding teaching and mastering the appropriate skills/standards? What resources and support do we need to make proficiency happen for all students and eliminate novice performance? Is our curriculum rigorous enough to support student proficiency? We answer these questions and analyze each score to the individual student level.

The Whitley County East Elementary School faculty considers not only achievement in terms of where students are performing, but we look for reasons that students who are not meeting proficiency in order to better intervene and support student learning and social emotional needs. We specifically focus on novice categorical reduction. We also look for any issues revealed by the data in terms of gap groups for male/female, free and reduced meal eligibility, race, and our disabilities populations. Our instructional efficacy is further supported by deliberate before and after school programs and at capacity-building family workshops and engagements in real time and, when necessary, in virtual event activities throughout the school year. When requested by parents and guardians, paper resources to parents with the opportunity to follow up as requested. At least once per year, in the spring, each grade level team writes a synopsis of the progress of within the grade on the MAPS assessment, which is presented to the SBDM. On an individual level, parents/guardians receive a copy and explanation of MAP results at parent-teacher conferences, or with grade reports at the six weeks grading periods, as they become available.

Our faculty of twenty-three prides itself in knowing the scores for our students on formative and summative assessments, as well as the students and stories behind each score, and we firmly believe that our protocol is supportive of this goal and a means to use data to help our students grow to proficiency and beyond.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Based on analysis of the spring, 2022 Kentucky Summative Assessment data, we met our objectives, and we are on track to meet our three year goals in all areas. We have made gains on our goals, and we now have summative data for our K-2 population.

As documented in our Professional Learning Community agendas and minutes, our activities have been focused on helping students achieve proficiency or beyond while reducing novice performances. With 87.7% of our population identified as being eligible for free or reduced meals, our largest gap group encompasses most of our student population. Our PLCs and intervention teams focus not only on

student achievement but also social emotional barriers to student learning and growth by reviewing, analyzing, and applying data.

By utilizing evidence based and best practice activities, monitoring and, when necessary, adjusting our measures of success, and by considering each student's performance through careful data disaggregation, our data-driven approach is to systematically reduce novice performances.

Specific successes include data review and analysis during PLCs and school wide intervention team meetings, alignment of the Kentucky Academic Standards, focused accelerated instruction, filling in COVID instructional gaps, and reducing non-cognitive barriers to student learning. The implementation of the goals, objectives, strategies, and activities from the 2021-2022 Comprehensive School Improvement Plan serve as a backdrop for developing our 2022-2023 CSIP

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The data comparisons for the 2020-2021 and 2021-2022 school years are encouraging, even as our school, along with the rest of the area, state, and nation transition to the after COVID era. It appears that, while some students in all grades were impacted, the most significant impact is among our P-3 population. Although there is no summative data for the two academic years prior to 2021-2022, our aggregate math and ELA scores declined prior to COVID. However, we now have a place to begin: For Kindergarten Extended English Language Arts Total, the kindergarten average national percentile rank reported at 81. Math was 78. For First Grade, the Extended English Language Arts Total, the first grader's average national percentile rank was 35 and the math total national percentile rank was 40, while social studies national percentile rank of 73 and science performance was measured at the national percentile rank of 72. For Second Grade, the Extended English Language Arts Total, the second grader's average national percentile rank was 50 and the math total national percentile rank was 71, while social studies national percentile rank of 73 and science performance was measured at the national percentile rank of 80. From the 2021-2022 Brigance Kindergarten Readiness Screener data, the following was yielded, as reported on our school report card: 64% of our students were ready for Kindergarten with interventions, compared to 60% in our district and 56% in the state. 31% were ready for Kindergarten, compared to 35% in the district and 37% in the state. 6% of our early

learners were ready with enrichment, compared to 4% in the district and 7% in the state.

Likewise, non-academic indicators show mixed trends. While discipline referrals have increased (from 2 to 40) much of this could be attributed to the social emotional impact of the months of the COVID Pandemic.

On the Spring, 2022 Kentucky Summative Assessment, our entire population of students in grades 3-6 had the following results for Math: All students: Novice performance rate, 12%, Apprentice performance rate, 23%, Proficient performance rate, 43%, Distinguished performance rate, 23%. The combined Proficient/Distinguished rate for math was 65%. Reading data was as follows: All students: Novice performance rate, 9%, Apprentice performance rate, 25%, Proficient performance rate, 37%, Distinguished performance rate, 29%. The combined Proficient/Distinguished rate for reading was 66%.

On the Spring, 2022 Kentucky Summative Assessment, our entire population of students in grades 3-6 had the following results for Math: All students: Novice performance rate, 12%, Apprentice performance rate, 23%, Proficient performance rate, 43%, Distinguished performance rate, 23%. The combined Proficient/Distinguished rate for math was 65%. Reading data was as follows: All students: Novice performance rate, 9%, Apprentice performance rate, 25%, Proficient performance rate, 37%, Distinguished performance rate, 29%. The combined Proficient/Distinguished rate for reading was 66%.

This is contrasted with the Spring, 2021 Kentucky Summative Assessment, when COVID was still having a significant impact. Only 81.9% of our 3-6 population took the assessment for Math: All students: Novice performance rate, 27.1%, Apprentice performance rate, 44.9%, Proficient performance rate, 20.3%, Distinguished performance rate, 7.6%. The combined Proficient/Distinguished rate for math was 27.9%. Reading data was as follows: All students: Novice performance rate, 26.3%, Apprentice performance rate, 28.8%, Proficient performance rate, 23.7%, Distinguished performance rate, 21.2%. The combined Proficient/Distinguished rate for reading was 44.9%

Thus, while the trends are encouraging, our faculty and staff will use our CSIP very much as a teacher uses a lesson plan to guide our students toward proficiency or beyond, even as various variables come into play, such as shifting student populations and circumstances.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The analysis of the current academic state of Whitley County East Elementary School involved careful review of key summative assessments and internal data and measured carefully against our efforts to support our students' learning and social emotional needs through the fallout from the COVID 19 Pandemic. Overall, despite the continuing fall out from the COVID Pandemic, we were encouraged by the results and we identified key areas to focus our instructional delivery.

For grades 3-6, we analyzed data from the Spring 2021-2022 Kentucky Summative Assessment, with this information based upon the 100% of our 129 students in grades 3-6 who took the assessment and were one hundred days enrolled and therefore accountable to our school. We looked at categorical performances and compared them to district and state percentages across the performance categories of Novice, Apprentice, Proficient, and Distinguished. We then viewed our Proficient/Distinguished combined performances in comparison to district and state Proficient/Distinguished combined performances. We did this for our whole population, as well as our gap groups: disability, free and reduced meal eligibility, male, and female. This information came from our school report card. We also looked carefully at the 105 students in our primary K-2 population who took, for the first time in two years the IOWA summative assessment, which was reported to our school by Riverside Data Service. We reported this data in the aggregate form by grade. Finally, we also looked at our most recent Kindergarten Readiness Data.

For the 2021-2022 school year, based on the results of the Kentucky Summative Assessment, our school was categorized as "Blue" with "Very High" performance. Our overall indicator was 84.5, which was comprised of 84.1 state assessments in reading and math, 84.9 in Science, Social Studies, and Combined Writing, and 86.9 in Quality of School Climate and Safety Survey. Likewise, our kindergarten, first grade, and second grade populations performed very well, especially given consideration of that this group was arguably the most adversely impacted by the implications of the COVID 19 Pandemic, when foundational academic social and emotional skills were traditionally introduced.

Results yielded from our 129 accountable students who took the Spring, 2022 Kentucky Summative Assessment were as follows, broken down by subject and compared to district and state averages by grade level, when possible. Our

performances on the Kentucky Summative Assessment were comparative to our exceeding district and state averages across the third, fourth, fifth, and sixth grades.

Overall, for the Kentucky Summative Assessment, our entire population of students in grades 3-6 had the following results for Math: All students: Novice performance rate, 12%, Apprentice performance rate, 23%, Proficient performance rate, 43%, Distinguished performance rate, 23%. The combined Proficient/Distinguished rate for math was 65%.

Our female and male students in grades 3-6 yielded the following scores: female students: 20% Novice performance rate compared to 5% of males. Female, 30% Apprentice performance rate, compared to 16% among males. Female, 37% Proficient performance rate, compared to 48% among male students. 13% of female students scored a Distinguished performance rate, compared to 31% of male students. Combined Proficient/Distinguished performances were female students, 50%, male students, 80%.

Our math economically disadvantaged population compared to non-economically disadvantaged comparisons yielded the following scores, respectively: 14% Novice performances compared to 5% , 20% Apprentice performances, compared to 33%, 46% Proficient performances, compared to 29%, and 20% Distinguished performances compared to 33%. Furthermore, our Homeless population had a 20% math Novice performance rate, 24% Apprentice performance rate, 36% Proficient performance rate, 20% Distinguished performance rate, and a combined Proficient/Distinguished rate of 56%.

Our Disabilities math population compared to our non-disabled population yielded the following scores, respectively: Novice performances, 8% compared to 15%. Apprentice performances, 20% compared to 24%. Proficient performances: 40% compared to 45%. Distinguished performances, 32%, compared to 16%. Combined Proficient/Distinguished performances with disabilities was 72%, compared to 61% of non-disabled students.

Overall, for the Kentucky Summative Assessment, our entire population of students in grades 3-6 had the following results for Reading: All students: Novice performance rate, 9%, Apprentice performance rate, 25%, Proficient performance rate, 37%, Distinguished performance rate, 29%. The combined Proficient/Distinguished rate for reading was 66%.

Our female and male students in grades 3-6 yielded the following scores: female students: 10% Novice performance rate compared to 8% of males. Female, 30% Apprentice performance rate, compared to 20% among males. Female, 33% Proficient performance rate, compared to 41% among male students. 27% of female students scored a Distinguished performance rate, compared to 31% of male students. Combined Proficient/Distinguished performances were female students, 60%, male students, 72%.

Our reading economically disadvantaged population compared to non-economically disadvantaged comparisons yielded the following scores, respectively: 9% Novice performances compared to 10% , 20% Apprentice performances, compared to 27%, 14% Proficient performances, compared to 37%, and 27%

Distinguished performances compared to 38%. Furthermore, our Homeless population had a 16% reading Novice performance rate, 24% Apprentice performance rate, 32% Proficient performance rate, 28% Distinguished performance rate, and a combined Proficient/Distinguished rate of 60%.

Our Disabilities reading population compared to our non-disabled population yielded the following scores, respectively: Novice performances, 8% compared to 9%. Apprentice performances, 14% compared to 32%. Proficient performances: 44% compared to 32%. Distinguished performances, 34%, compared to 26%. Combined Proficient/Distinguished performances with disabilities was 78%, compared to 58% of non-disabled students.

This data is further analyzed by grade level performances:

Grade 3, Math: 19% of our students scored in the Novice range, compared to 15% Novice performances in the District Population and 32% in the state. 31% of our school performed in the Apprentice range, compared to 31% of the district population and 30% of the state population. 38% of our students performed in the Novice range, compared to 42% of the district population and 28% of the state population. Our Proficient/Distinguished rate among our students in third grade math was 57%, compared to 54% district and 39% state.

Grade 3, Reading: 16% of our students scored in the Novice range, compared to 16% in the district, and 28% in the state. 44% of our students scored in the Apprentice range, compared to 25% in the state, and 27% in the state. 28% of our students scored in the Proficient range, compared to 35% in the district and 27% in the state. 13% of our students scored in the Distinguished range, compared to 24% in the district and 18% in the state. Our combined Proficient/Distinguished rate for third grade reading was 41%, compared to 59% in the district, and 45% in the state.

Grade 4, Math: 16% of our students scored in the Novice range, compared to 6% district and 32% state. 28% of our students scored in the Apprentice range, compared to 28% in the district and 28% in the state. 38% of our students scored in the Proficient range, compared to 41% for the district and 29% for the state. 19% of our students scored in the Distinguished range, compared to 15% for the district and 10% for the state. Our Proficient/Distinguished rate among students in fourth grade math was 57%, compared to 54% for the district and 39% for the state.

Grade 4, Reading: 3% of our students scored in the Novice range, compared to 18% in the district, and 29% in the state. 22% of our students scored in the Apprentice range, compared to 22% in the district, and 25% in the state. 47% of our students scored in the Proficient range, compared to 38% in the district, and 29% in the state. 28% of our students scored in the Distinguished range, compared to 22% in the state, and 17% in the state. Our combined fourth grade Proficient/Distinguished rate was 75%, compared to 60% in the district, and 46% in the state.

Grade 5, Math: 10% of our students scored in the Novice range, compared to 21% district and 31% state. 17% of our students scored in the Apprentice range, compared to 33% in the district and 31% in the state. 43% of our students scored in the Proficient range, compared to 34% district, and 28% state. Our combined

Proficient/Distinguished rate for fifth grade students in math was 73%, compared to 46% district and 38% in the state.

Grade 5, Reading: 10% of our students scored in the Novice range, compared to 17% in the district, and 27% in the state. 17% of our students scored in the Apprentice range, compared to 30% in the district, and 28% in the state. 37% of our students scored in the Proficient range, compared to 37% in the district and 28% in the state. 37% of our students scored in the Distinguished range, compared to 16% in the district, and 17% in the state. Our fifth grade Reading combined Proficient/Distinguished rate was 74%, compared to 53% in the district, and 45% in the state.

Grade 6, Math: 6% of our students scored in the Novice range, compared to 16% in the district, and 32% in the state. 15% of our students scored in the Apprentice range, compared to 28% of students in the district and 30% in the state. 48% of our students scored in the Proficient range, compared to 38% in the district and 28% in the state. 30% of our students scored in the Distinguished range, compared to an 18% rate in the district and 10% rate in the state. Our combined Proficient/Distinguished rate for math among our sixth graders was 78% compared to 56% in the district, and 38% in the state.

Grade 6, Reading: 9% of our students scored in the Novice range, compared to 13% in the district, and 26% in the state. 12% of our students scored in the Apprentice range, compared to 23% in the district, and 29% in the state. 39% of our students scored in the Proficient range, compared to 39% in the district and 27% in the state. 39% of our students scored in the Distinguished range, compared to 25% in the district, and 17% in the state. Our combined sixth grade Proficient/Distinguished Rate for sixth grade reading was 78%, compared to 64% in the district, and 44% in the state.

Fourth grade Kentucky Summative Assessment results for Science for our school were as follows: 3% of our students performed in the Novice range, compared to 15% in the district, and 32% in the state. 32% of our fourth graders performed in the Apprentice range, compared to 31% in the district, and 30% in the state. 39% of our students performed in the Proficient range, compared to 42% in the district, and 28% in the state. 26% of our fourth graders performed in the Distinguished range in science, compared to 12% in the district and 11% in the state. Our combined Proficient/Distinguished performance rate was 65%, compared to 54% in our district and 39% in our state.

Fifth grade Kentucky Summative Assessment results for Social Studies for our school were as follows: 7% of our students performed in the Novice range, compared to 24% across the district, and 34% across the state. 30% of our students performed in the Apprentice range, compared to 30% in the district, and 29% in the state. 23% of our students performed in the Proficient range, compared to 25% in the district, and 24% in the state. 40% of our students performed in the Distinguished range, compared to 21% in the District and 13% in the state. Our combined social studies Proficient/Distinguished rate was 63%, compared to 46% across the district and 37% across the state.

Fifth grade scores for On-Demand Writing from the Kentucky Summative Assessment were as follows: our Novice performance rate was 3%, compared to 10% in the district and 22% in the state. 53% of our students scored in the Apprentice range, compared to 54% in the district, and 45% in the state. 40% of our students scored in the Proficient range, compared to 30% in the district, and 25% in the state. 3% of our students scored in the Distinguished range, compared to 7% in the district, and 8% in the state. Our combined Proficient/Distinguished On-Demand Writing percentage was 43%, compared to 37% in the district, and 33% in the state.

While our Fifth Grade Editing and Mechanics score was suppressed due to a population issue, our combined Proficient/Distinguished for Overall Combined Writing was 60%.

From the Spring, 2022 Administration of the IOWA Assessment for our K-2 population, the following aggregate scores were yielded: For Kindergarten Extended English Language Arts Total, the kindergarten average national percentile rank reported at 81. Math was 78. For First Grade, the Extended English Language Arts Total, the first grader's average national percentile rank was 35 and the math total national percentile rank was 40, while social studies national percentile rank of 73 and science performance was measured at the national percentile rank of 72. For Second Grade, the Extended English Language Arts Total, the second grader's average national percentile rank was 50 and the math total national percentile rank was 71, while social studies national percentile rank of 73 and science performance was measured at the national percentile rank of 80.

From the 2021-2022 Brigance Kindergarten Readiness Screener data, the following was yielded, as reported on our school report card: 64% of our students were ready for Kindergarten with interventions, compared to 60% in our district and 56% in the state. 31% were ready for Kindergarten, compared to 35% in the district and 37% in the state. 6% of our early learners were ready with enrichment, compared to 4% in the district and 7% in the state.

Non-Academic Indicator Trends: In the 2021-2022 school year, the following non-academic indicators were noted based upon review of our 2021-2022 School Report Card and internal Data: Our enrollment was 235 students. Of this population, 98.7% were a relatively homogeneous ethnic population and identified as white, non-Hispanic, 1.3% of our population identified as bi-racial, Hispanic, or African American. Culturally, the implications of poverty are a permeating reality that our educators see in our students on a daily basis with 87.7% of Whitley County East Elementary School's student population during this time qualifying for free or reduced meals and classified as "economically disadvantaged," students. Approximately 18.7% of our population qualified for services under the McKinney Vento Homeless Assistance Act. We are a Title I school-wide eligible school. Approximately 40% of our population receives services under an individual education plan, which includes a very significant population of speech language only students. Approximately 13.2% of our population are identified as either Primary Talent Pool students or formally identified in one or more areas of Giftedness. We have numerous children who might be considered twice exceptional, having identified areas of giftedness in addition to areas of learning or behavioral differences. We have no migrant or English Language Learners at

present time. However, we refuse to permit the circumstance of poverty define either our school or our children, and definitely not the quality of their educational experiences. We are very aware that the economically disadvantaged group is our most significant gap group in terms of numbers; all other potential gap groups are found here—disability, male, female; our faculty sees public education as a means to improve the quality of life for the students and for the community our school serves, and a vehicle to help them to work toward the ultimate goal of being college and/or career ready. We aspire to provide students with the opportunities to develop a good work ethic, a strong moral compass, grit, and a quality educational experience, to prepare them as well as we can for their current and future roles in our community and society. Students had the opportunity to attend 120 days of after school and 20 days of summer extended learning programming through our 21st Century CCLC programs and 110 days with Save the Children Programs, and our Family Math and Reading Parent Engagement events boasted 752 student points of service and 240 parent engagement points of service. Our parents and guardians are fairly involved, although restrictions of the COVID 19 Pandemic kept our Parents As Volunteer Educator Program hours down, still our school boasted 217 students whose parents or guardians had at least one parent-teacher conference. Twenty-one parents voted in our spring, 2021 SBDM election. Parents and guardians have spoken favorably about workshops designed to help them navigate the Infinite Campus Portal as well as how to effectively navigate Google Classroom.

All our students learn from Effective teachers who continually use data to drive instruction and focus on student-centered learning. Our faculty of twenty-two has fifteen female and seven male teachers whose average experience years is equal to 6.6 years, with 31.3% of our teachers having a Bachelor's degree, 37.5% with a Master's Degree, and 31.3% with a Rank 1 certificate. Two of our educators are pursuing National Board Certification currently. There were 216 certified absentee days and 316.5 classified staff absentees for this period.

We are very aware that the economically disadvantaged group is our most significant gap group in terms of numbers; all other potential gap groups are found here—disability, male, female; our faculty sees public education as a means to improve the quality of life for the students and for the community our school serves, and a vehicle to help them to work toward the ultimate goal of being college and/or career ready. We aspire to provide students with the opportunities to develop a good work ethic, a strong moral compass, grit, and a quality educational experience, in order to prepare them as well as we can for their current and future roles in our community and society.

Behaviorally, the students at Whitley County East Elementary have clear guidelines for behavior that are communicated annually to parents. The principal and teachers view discipline as a vehicle to improve behavior and not as a punitive action. A continuum is in place that supports students before behavior becomes an issue, including Positive Behavioral Interventions and Supports. Teachers and administrators reach out to parents/guardians to when behavior becomes an issue that interferes with learning. Infractions are communicated to parents by staff and addressed in a fair and consistent manner. During the 2021-2022 school year, there

were 40 disciplinary infractions and resolutions from classrooms and buses. Our average daily attendance for this year was 90.01%.

According to the results of the Kentucky Summative Assessment Survey, 86.9% of our students in grades 3-6 rated our school favorably in regard to quality of school climate and safety on the survey.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Based upon careful and thorough analysis of various data items from the 2020-2021 and 2021-2022 School Years as documented on the school report card at <https://www.kyschoolreportcard.com/organization/54327?year=2022> as well as our internal data and reports, Whitley County East Elementary School has identified specific concerns and priorities for the 2022-2023 school year. All the data and priorities/concerns are viewed in the context of the COVID 19 Pandemic, which directly impacted students beginning with the time period spring, 2020 and continuing to the present time, albeit this impact fades as we return to normal.

We are focusing on continuing accelerating learning for our students and filling in gaps where we can. This process involves setting priorities for standards, intentional scaffolding, diagnosing essential missed learning, intentionally building knowledge and vocabulary, guided reading, and continually improving teacher efficacy.

Specifically, disaggregation and analysis of 2022 summative data revealed that Whitley County East Elementary School has identified the following priorities and concerns that we would like to focus our efforts and resources on improving:

Categorical Novice Performance reduction in reading and math for all students, Categorical Novice Performance reduction in reading and math for our economically disadvantaged students and supporting all of our students in their social emotional development by concentrating on removing non cognitive barriers to learning. By focusing on novice reduction and growth rate across the board in the key core subjects of math and reading through acceleration and focusing on supporting students socially and emotionally by removing non cognitive barriers, we can move all our students toward the direction of proficiency and beyond and reduce the impact of COVID gaps in learning. The following data helped our school decide upon our identified priorities and concerns:

Presently, in 2022 our economically disadvantaged population has climbed to is presently 87.7%, a number that has held fairly constant for several consecutive years. Therefore, this group is our largest Gap Group. We realize this statistic presents a vulnerability that is exacerbated by the issues relating to the impact of the COVID pandemic in the last few months. We are finding that our primary population is particularly vulnerable, and we are prioritizing early learning and the primary grades by dedicating more instructional support and utilizing the Kentucky Multi-Tiered System of Supports. This conclusion is supported by a declining pre-COVID performance on the K-2 summative IOWA assessment and by declining Kindergarten Brigance Readiness Scores.

Overall, for the Kentucky Summative Assessment, our entire population of students in grades 3-6 had the following results for Reading: All students: Novice performance rate, 9%, Apprentice performance rate, 25%, Proficient performance rate, 37%, Distinguished performance rate, 29%. The combined Proficient/Distinguished rate for reading was 66%. Students in grades 3-6 had the following results for Math: All students: Novice performance rate, 12%, Apprentice performance rate, 23%, Proficient performance rate, 43%, Distinguished performance rate, 23%. The combined Proficient/Distinguished rate for math was 65%. By continuing to concentrate on supporting our Novice performance students and growing our Apprentice performance population, while maintaining our Proficient and Distinguished group, we can make gains and close learning gaps. And while the results of the Kentucky Summative Assessment Survey are favorable, 86.9% of our students in grades 3-6 rated reported our school did favorably in regard to quality of school climate and safety on the survey, we want to close that gap to as close to 100% as possible.

Strengths/Leverages

6. 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.

Whitley County East Elementary School will focus our efforts and resources to leverage our strengths and address potential concerns based upon our summative assessment data trends through a system of frequent data review to guide and inform instruction, identifying and removing barriers to social, emotional, and academic growth, identifying content that is essential for learning by discipline, and building positive student relationships, we hope to systematically reduce and eliminate novice performances and grow our students to proficiency or beyond.

Specifically, we want to continue to reduce novice levels school-wide in reading and math for our 3-6 population from the most recent (2022) Kentucky Summative Assessment data and to continue to maintain and grow our combined proficiency/ distinguished rates in reading and math.

By systematically reviewing student data, and supporting rigor in key standards, and accelerating student learning, we hope to raise more of our students into the proficient category or beyond. By systematically focusing on students scoring in the novice range or at-risk categories, and by addressing underling social-emotional and other non-cognitive barriers to learning, we hope to improve student learning, achievement, and growth across the school for our all of our learners and populations. By being aware of our gap groups and their growth rates, we hope to leverage our vertically and horizontally aligned curriculum to target and intervene where students need it most. We will continue to maintain a rigorous and supportive curriculum, and our practice and delivery will continue to be informed by student data, with focus on standards mastery for our students to the appropriate depth of knowledge.

Specifically, we plan to continue to leverage and cultivate our strong learning culture and education within our learning community and environment by encouraging continued student growth in math, reading, and writing, and closing achievement gaps among all of our populations, especially our at risk/ economically disadvantaged populations. According to the 2022 Impact Kentucky Ratings, our school has a strong culture conducive to student achievement.

The following percentages were yielded as being favorable based on 26 certified credential raters: Educating All Students, 88%, compared to 67% in Kentucky, 72% Whitley County District. Emotional Well Being, 86%, compared to 48% for Kentucky, 68% for Whitley County District. Feedback and Coaching, 99%, compared to 55% Kentucky, 73% Whitley County District. Managing Student Behavior, 95%, compared to 65% Kentucky, 81% Whitley County District. Professional Learning, 96%, compared to 63% Kentucky, 70% Whitley County District. Resources, 88%, compared to 49% Kentucky, 70% Whitley County District. School Climate, 93%, compared to 60% Kentucky, 75% Whitley County District. School Leadership, 97%, compared to 64% Kentucky and 77% Whitley County District. Staff-Leadership Relationships, 99%, compared to 76% Kentucky, 86% Whitley County District. The survey is given every two years to certified staff and is scheduled again for 2024. All of these ratings exceeded comparative aggregate state and district ratings.

By continuing to focus on our school culture, we will reinforce our guiding cultural principles of grit, moral compass, work ethic, and education to help our students on the path to college and career readiness. We will do this through a data-driven instructional team approach focusing on student mastery of key academic standards in reading and math. We will use common, grade level assessments in reading and math to review standards mastery at key times across the year. Differentiation will be delivered through use of a mixture of pencil paper and web-based resources, driven by student mastery of standards in a manner that is supportive of targeted student learning free from penalty. Data will be reviewed

monthly in principal and teacher led PLCs to further inform, drive, and refine our instructional practice and delivery.

We will have our intervention and special needs teachers collaborate with community and partners within the building, such as Save the Children and 21st Century CCLC to create evidence-based family engagement and capacity building opportunities throughout the year for our families, and further make activities available on our social media and web pages.

Finally, we will carefully analyze all available data from IOWA, KSA, and MAP assessments to make sure that we stay on track in instructional delivery and student mastery of critical Kentucky Academic Standards across all subjects. Students who need additional support and intervention will be promptly identified and assigned to the necessary support system. We will further support our student learning and achievement through resources purchased from our Striving Readers Comprehensive Literacy Grant, including EPS's Wordly Wise, Learning A-Z, Zaner-Blouser Handwriting, and 180 Days of Writing, We will also leverage funds to use IXL Learning, Edmentum Study Island as appropriate to support and differentiate for our students across the key core academic areas. This task is made exponentially more manageable by a 1:1 student/device ratio and strong STEAM program. By systematically targeting student vocabulary growth and language development, we hope to grow our learners and their vocabulary across the various grade levels and disciplines. Additionally, we will also work within our PLCs to implement Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) to bring high-quality, rigorous literacy and math instruction and support to help our students grow in math and literacy.

Evaluate the Teaching and Learning Environment

7. 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.

A key area to support Whitley County East Elementary School in our efforts at novice reduction and increasing proficiency will be by designing, aligning, and delivering social-emotional support to our teachers, staff, students, and families. This is more important than ever when one considers the continuing fallout from the COVID 19 Pandemic and the continuing need for student accelerated learning.

Specifically, we will continue to strengthen our processes that we have in place to communicate with parents and remove barriers to student learning, among these: student attendance, student behavior, student mental health, and continue using evidence-based interventions and instruction in reading and math. In doing so, our school will strengthen our overall learning culture of providing support to our students in our four cultural areas of focus: grit, moral compass, work ethic, and education.

We will again utilize our family resource center to reach out to support our parents and families with resources and we will strengthen our in-house partnership with our local mental health agency, Cumberland River Comprehensive Care. We have two in school therapists who provide emotional, mental health, and behavioral support to our students. We will also work with other community partners, such as the Bell-Whitley Head Start Program, which is blended with our district preschool program to increase Kindergarten readiness. We will work with the Whitley County Sheriff's Department to arrange guest speakers and age-appropriate intervention programs, such as D.A.R.E. (Drug Abuse Resistance Education) as well as leverage our partnerships with Save the Children and our 21st Century Clubs. We will maintain a standing threat assessment team comprised of key staff to help support students who struggle with mental health, behavioral, or emotional needs.


All students will be benchmark assessed by teachers three times per year using the Review 360 Behavior Rating System, STAR, and MAP, and this data will be reviewed by professional learning communities and school wide intervention teams three times per year, with students who need additional support receiving it. We will utilize our Math and Reading Interventionist teachers as appropriate to offer both indirect and direct, evidence-based interventions to our students and teachers.

Classroom teachers will align new standards to web-based programs that we use, such as IXL and Edmentum's Study Island, which may be accessed from any high-speed internet connection at home or school. These programs will offer real time proficiency reports to show progress, which will be reviewed in PLCs and will further inform and drive instruction. Our faculty will continue to utilize and leverage acceleration strategies to deliver and reinforce key power standards and address student learning gaps through individualized skills plans driven by MAP assessments in reading and mathematics.

Our intervention teachers will collaborate with other faculty, staff, and community partners to host monthly family engagement events to further strengthen the overall learning culture and family relationships in our school and community both virtually and in person, when appropriate.

By identifying and supporting these critical and underlying issues, we hope to systematically reduce novice performance and improve our proficiency rates for all learners as well as support overall student social and emotional development.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County East Elementary School Key Elements	Key Elements document for 2022 2023 CSIP for Whitley County East Elementary School	.

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>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?</p>	<p>Curriculum map, pacing guides, lesson plans, I can statements from KAS, learning targets, PLC meetings, grade level meetings, vertical/horizontal curriculum alignment, Kentucky Comprehensive Literacy Grant Comprehensive Grant, Houghton Mifflin Reading Series, MAP, STAR, IOWA KSA, formative/summative assessment, SBDM minutes</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Formative/Summative Assessments, IOWA,KSA data, coding tasks, lesson plans, writing scrimmages, STAR, MAP, PLC meetings, lesson plans, individual learning plans, RTA, MIT, & Title I data, Individual Education Plans, Accelerated Learning Plans, Differentiation, MTSS Individualized progress reports from Study Island, Exact Path, and IXL, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City Learning A-Z, SBDM minutes</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal curriculum alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, Exact Path, IXL, AIMSweb</p>
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>PLC minutes, STAR, MAP, IOWA, KSA, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, Lesson plans, student learning plans, Individual Education Plans,, grade level common assessments, RTI, AIMSweb, district curriculum coaches, shared team drives</p>
<p>KCWP 5: Design, Align and Deliver Support</p> <p>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>MTSS, AimsWeb, Progress monitoring, Individual Education Plans, 504 Accommodation Plans PBIS, formative/summative assessments, Intervention Central AR, MAP, STAR, KSA, PLC meetings, SBDM meetings, CSIP/CDIP, MIT, Reading Recovery, STC, 21st Century Mustang Clubs, district curriculum coaches</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>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>Culture of Grit, Moral Compass, Work Ethic, Education, character education, classroom management system, PBIS, open house, parent teacher conferences, 21st century community activities, In-House Collateral Partnership with Cumberland River Behavioral School Based Counseling, Book Vending Machine, Partnerships with Save the Children, Whitley Rural Accelerator Initiative, 21st Century, FRC Youth Services, Bell-Whitley Head Start, In House Preschool, Family Math and Literacy Nights.</p>

"Grit. Moral Compass. Work Ethic. Education. We are East."



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Whitley County East Elementary School

Mike Partin

13781 E. Highway 92

Siler, Kentucky, 40763

United States of America

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2022-23 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 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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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2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

Whitley County East Elementary School

Mike Partin

13781 E. Highway 92

Siler, Kentucky, 40763

United States of America

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2022-23 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.

Each year, Whitley County East Elementary School receives a wide variety of formative and summative assessment data and surveys that we carefully analyze and disaggregate among our grade level teams and committees. This information is available to the public at scheduled intervals as published by the Kentucky Department of Education to our school report card and presented in our SBDM meetings. The location of this link for our school report card is shared, and as another option anyone wishing a paper copy may contact the school. As we receive data, we review our CSIP and make notes to drive the development of goals, objectives, strategies, and activities, and our SBDM makes funding allocations as appropriate and available to support our plan. We also benchmark test three times per year, and we disaggregate and compare that data as well to inform and drive our instructional delivery and practice. This year in particular, in the aftermath of the COVID 19 Pandemic, we are embedding activities and strategies to support the social and emotional learning of our students. We look at all students and data, priding ourselves on knowing the data as well as the student stories behind the data, but we pay particular attention to our vulnerable students who may need additional supports, for example our economically disadvantaged group and our

students with disabilities. Because our economically disadvantaged group encompasses 87.5% of our present population, it virtually touches all aspects of everything we do as a school. We also analyze performance and achievement for our female and male populations in the core subjects. Data discussed in our Professional Learning Communities constantly drives and informs our planning and CSIP development and is reviewed frequently by PLC teams and publicly by our SBDM. The process is on-going and constant.

ATTACHMENTS

Attachment Name



Whitley County East Elementary School, 2022 2023 Comprehensive Improvement Plan for School

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 goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County East Elementary School, 2022 2023 Comprehensive Improvement Plan for School	Whitley County East Elementary School 2022 2023 CSIP Goals, Objectives, Strategies, Activities, Measures of Success, Progress Monitoring, Funding Document.	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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 goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
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- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

Explanations/Directions


Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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 specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1A—Proficiency Goal, Math: Based on student performances on the Spring, 2022 Kentucky Summative Assessment for math achievement, Whitley County East Elementary School aims to increase the percentage of all students in the combined Proficient/Distinguished categories from 65% in 2022 to or greater 70% in 2025.					
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 65% in 2021 to 67% in 2023.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, Iowa Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	09/22-09/23 Principal, Teachers, Instructional Coaches	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/22-09/23 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	a. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, XL Learning, Study Island Reports.	09/22-09/23 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/22-09/23	Professional development funds, \$1,500.00
		c. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise, KAS aligned curriculum, Lesson Plans.	09/22-09/23 Principal, teacher leaders, teachers, instructional coaches, PD coordinator	General Funds, \$1,500.00
Objective 2: To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 67% in 2023 to 68% in 2024.	2A Review, analyze, and apply data as related to students in math.	d. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/22-09/23 Principal, Teachers	General Funds, \$500.00
		a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, Iowa Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	09/23-09/24 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/23-09/24 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
		a. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, XL Learning, Study Island Reports.	09/23-09/24 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds \$4,000.00
	2B Design, align, and deliver support for quality instruction in math.				

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Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of proficient/distiniguished scoring students in math on the Kentucky Summative Assessment from 68% in 2024 to 70% in 2025.		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/23-09/24 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		c. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise, KAS aligned curriculum, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$1,500.00
		d. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$500.00
	3A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	09/24-09/25 Principal, Teach Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/24-09/25 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	a. Align student lessons and supports in math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, .	09/24-09/25 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		b. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/24-09/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		c. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum, Lesson Plans.	09/24-09/25 Principal, Teachers.	General Funds, \$1,500.00
		d. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/24-09/25 Principal, Teachers.	General Funds, \$500.00

Goal 1B—Proficiency Goal, Reading: Based on student performances on the Spring, 2022 Kentucky Summative Assessment for reading achievement, Whitley County East Elementary School aims to increase the percentage of all students in the combined Proficient/Distinguished categories from 66% in 2022 to 70% or greater in 2025.					
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 66% in 2022 to 67% in 2023.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigrance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	09/22-09/23 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/22-09/23 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
		c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports	09/22-09/23 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/22-09/23 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in reading.	Wordly Wise, KAS aligned curriculum, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/intended response reading questions.	KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$500.00
Objective 2: To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 67% in 2023 to 68% in 2024.	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigrance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports PLC agendas and minutes, watch lists.	09/23-09/24 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/23-09/24 Principal, teacher leaders, instructional coaches, teachers.	No funds required, \$0.
	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports	09/23-09/24 Principal, teacher leaders, teachers.	Instructional funds and Title I Funds, \$4,000.00

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Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 68% in 2023 to 70% in 2024.		supports to ensure academic rigor and scaffolded support. d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	instructional coaches, PD coordinator. 09/23-09/24 Principal, Teachers.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in reading.	Wordly Wise, KAS aligned KAS aligned curriculum,, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response reading questions.	KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans.	09/23-09/24 Principal, Teachers	General Funds, \$500.00
	3A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigrance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes, watch lists.	09/24-09/25 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/24-09/25 Principal, teachers, instructional coaches, Instructional Support Staff, ERC, SRO, DPP.	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in ELA and math to high-quality interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports	09/24-09/25 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/24-09/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in reading.	Wordly Wise KAS aligned KAS aligned curriculum,, Lesson Plans,	09/24-09/25 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response reading questions.	KAS aligned curriculum, IXL, Edmentum, Vocabulary A-Z, Read Works, Secret Stories Phonics Program, Lesson Plans,	09/24-09/25 Principal, Teachers.	General Funds, \$500.00

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2: State Assessment Results in science, social studies and writing

2A-Science Goal: Based on student performances on the Spring, 2022 Kentucky Summative Assessment for science achievement, Whitley County East Elementary School aims to improve the percentage of combined Proficient/Distinguished scoring students in science from 63% in 2022 to 67% or greater by 2025.					
Objective	Strategy	Activities to Deploy Strategy	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring at the proficient/distinguished level for science from 63% in 2022 to 64.5% in 2023.	1A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across age-appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, XL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	\$500.00, general
Objective 2: Increase the percentage of students scoring at the proficient/distinguished level for science from 64.5% in 2023 to 65.5% in 2024.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across age-appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, XL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	\$500.00, general
Objective 3: Increase the percentage of students scoring at the proficient/distinguished level for science from 65.5% in 2024 to 67% in 2025.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply specific reasoning strategies across age-appropriate science clusters and phenomena via CER-Claim, Evidence, Response, TCT Through Course Tasks.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	No funding, \$0
		c. Students will scrimmage with grade appropriate content material in science through a mixture of teacher designed and off the shelf (Coach, XL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	\$500.00, General funds

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2B-Social Studies Goal: Based on student performances on the Spring, 2022 Kentucky Summative Assessment for social studies achievement, Whitley County East Elementary School aims to improve the percentage of combined Proficient/Distinguished scoring students in science from 63% in 2022 to 68% or greater by 2025.					
Objective	Strategy	Activities to Deploy Strategy	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring at the proficient/distinguished level for social studies from 63% in 2022 to 65% in 2023.	1A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will apply age and grade appropriate writing strategies for short answer and extended response items, and teachers shall provide feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply grade appropriate strategies using CER (Claim, Evidence, Response) as well as organizing assignments in google classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	No funding, \$0
		c. Teachers will use a mixture of off the shelf and teacher made content material, including IXL, Coach, Scrimmage items for social studies instruction and assessment, with feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/22-09/23 Principal, teacher leaders, teachers.	\$500.00, general
Objective 2: Increase the Percentage of students scoring at the proficient/distinguished level for science from 65% in 2023 to 67% in 2024.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will apply age and grade appropriate writing strategies for short answer and extended response items, and teachers shall provide feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply grade appropriate strategies using CER (Claim, Evidence, Response) as well as organizing assignments in google classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	No funding, \$0
		c. Teachers will use a mixture of off the shelf and teacher made content material, including IXL, Coach, Scrimmage items for social studies instruction and assessment, with feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers.	\$500.00, general funds
Objective 3: Increase the percentage of students scoring at the proficient/distinguished level for science from 67.5% in 2024 to 68% in 2025.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a. Students will apply age and grade appropriate writing strategies for short answer and extended response items, and teachers shall provide feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	No funding, \$0
		b. Students will learn to apply grade appropriate strategies using CER (Claim, Evidence, Response) as well as organizing assignments in google classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	No funding, \$0
		c. Teachers will use a mixture of off the shelf and teacher made content material, including IXL, Coach, Scrimmage items for social studies instruction and assessment, with feedback.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers.	\$500.00, general funds

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2C-Writing: Based on performance on the Spring, 2022 Kentucky Summative Assessment for combined On-Demand and Editing & Mechanics achievement, Whitley County East Elementary School aims to improve the percentage of students scoring in the combined Proficient/Distinguished range from 60% in 2022 to 63% or greater by 2025.						
Objective 1: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 60% in 2023 to 61% in 2024.	3A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a.	Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers	No funding, \$0
		b.	Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers	No funding, \$0
		c.	Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, TypeSey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers	\$500.00, general funds
			Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 2: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 61% in 2022 to 62% in 2023.	1A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a.	Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers	No funding, \$0
		b.	Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers	No funding, \$0
		c.	Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, TypeSey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers	\$500.00, general
			Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 62% in 2023 to 63% in 2024.	2A Establishing Learning Culture and Environment through rigorous, supportive classroom experiences and activities.	a.	Students will learn to apply appropriate writing strategies across content areas by participating in classroom activities (5 paragraph method, etc.) to different authentic prompts—short answer, extended response, on-demand.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/24-09/25 Principal, teacher leaders, teachers	No funding, \$0
		b.	Students will learn to apply specific reasoning strategies across grade-appropriate standards via CER-Claim, Evidence, Response.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers	No funding, \$0
		c.	Students will scrimmage with grade appropriate content material in ELA through a mixture of teacher designed and off the shelf (Coach, IXL, Grammaropolis, TypeSey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	09/23-09/24 Principal, teacher leaders, teachers	\$500.00, general
			Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding

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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).

3A-Achievement Gap Goal: Math: Based on performance on the Spring, 2022 Kentucky Summative Assessment, Whitley County East Elementary School aims to increase the percentage of combined Proficient/Distinguished scoring students in our Economically Disadvantaged Gap Group in math from 66% in 2022 to 72% or greater by 2025.					
Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 66% in 2022 to 68% in 2023.	1A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigrance Screeners, MAP & STAR Benchmarks, Iowa Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/22-09/23 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/22-09/23 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
		c. Align student lessons and supports in math to high-quality, evidence-based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports, .	09/22-09/23 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/22-09/23 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$500.00
Objective 2: To increase the percentage of proficient/distinguished scoring	2A Review, analyze, and apply data as related to students in math.	a. Analyze and disaggregate data from Brigrance Screeners, MAP & STAR Benchmarks, Iowa Assessments, a. KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/23-09/24 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/23-09/24 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.

Whitley County East Elementary School, 2022-2023 Comprehensive Improvement Plan

"Grit, Moral Compass, Work Ethic, Education. We are East."

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 68% in 2023 to 70% in 2024.	2B Design, align, and deliver support for quality instruction in math.	c. Align student lessons and supports in math to high-quality, evidence-based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports.	09/23-09/24 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/23-09/24 Principal, teacher leaders, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$500.00
		a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, Iowa Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/24-09/25 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/24-09/25 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
Objective 3: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 70% in 2024 to 72% in 2025.	3A Review, analyze, and apply data as related to students in math.	c. Align student lessons and supports math to high-quality, evidence-based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports.	09/24-09/25 Principal, teacher leaders, instructional coaches, teachers	Instructional funds and Title I Funds \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/24-09/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum, Lesson Plans.	09/24-09/25	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response math questions.	KAS aligned curriculum, IXL, Edmentum, Xtra Math, Lesson Plans.	09/24-09/25 Principal, Teachers	General Funds, \$500.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 64% in 2022 to 66% in 2023.	1A Review, analyze, and apply data as related to students in reading..	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/22-09/23 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/22-09/23 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP	No funds required, \$0.
		c. Align student lessons and supports in ELA to high-quality, evidence based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports.	09/22-09/23 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds \$ and Title I Funds, 4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/22-09/23 Principal, teacher leaders, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in ELA..	Wordly Wise, KAS aligned curriculum, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response reading questions.	KAS aligned KAS aligned curriculum, IXL, Edmentum, Lesson Plans.	09/22-09/23 Principal, Teachers.	General Funds, \$500.00
Objective 2: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 66% in 2023 to 68% in 2024.	2A Review, analyze, and apply data as related to students in reading.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/23-09/24 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/23-09/24 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP	No funds required, \$0.
	2B Design, align, and deliver support for quality instruction in reading.	c. Align student lessons and supports in ELA to high-quality, evidenced-based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports.	09/23-09/24 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/23-09/24 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in ELA..	Wordly Wise, KAS aligned curriculum, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response reading questions.	KAS aligned curriculum, IXL, Edmentum, Lesson Plans.	09/23-09/24 Principal, Teachers.	General Funds, \$500.00
Objective 3: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading	3A Review, analyze, and apply data as related to students in reading.	a. Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	09/23-09/24 Principal, Teachers, Instructional Coaches.	No funds required, \$0.
		b. Identify and address non-cognitive data to student achievement, such as behavior or poor attendance habits to address barriers to student achievement.	Agendas, Infinite Campus Records, Anecdotal Records and Logs.	09/24-09/25 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.

Whitley County East Elementary School, 2022-2023 Comprehensive Improvement Plan

“Grit, Moral Compass, Work Ethic, Education. We are East.”

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
on the Kentucky Summative Assessment from 68% in 2024 to 70% in 2025.	3B Design, align, and deliver support for quality instruction in reading.	c. Align student lessons and supports in ELA to high-quality, evidence-based interventions and supports to ensure academic rigor and scaffolded support.	Exit Criteria, KAS aligned curriculum Map/Scope and Sequence, Lesson Plans, MAP, Vocabulary A to Z, IXL Learning, Study Island Reports.	09/24-09/25 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds and Title I Funds, \$4,000.00
		d. Teacher/administrator led and/or other professional led Professional Development opportunities, via face to face, online, self-paced modules.	PD Schedules, Agendas, Sign-in Sheets, Power points/recordings, webinars, other training materials.	09/24-09/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00
		e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in reading.	Wordly Wise KAS aligned curriculum, Lesson Plans.	09/24-09/25 Principal, Teachers	General Funds \$1,500.00
		f. Focused, accelerated instruction in short answer/extended response reading questions.	KAS aligned curriculum, IXL, Edmentum, Lesson Plans.	09/24-09/25 Principal, Teachers	General Funds, \$500.00

4: English Learner Progress

Goal 4 (State your English Learner goal.): n/a at present time.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase positive survey ratings on the Quality of School Climate and Safety ratings among our students from 86.9% in 2022 to 88% in 2023.	A. Establishing Culture and Environment.	A. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	09/22-09/23 Teachers, Principal	\$0
			b. Schedule speakers & Programs for in class and assemblies and via Zoom, scheduled field learning experiences when appropriate.	Lesson Plans, Videos, Photos, PLC agendas and minutes.	09/22-09/23 Teachers, Principal, FRC	\$500, General Fund
	B. Design, Align, and Deliver Support.		a. Project based learning embedded activities, to include college, career, and technical activities.	FRC Logs, Lesson Plans, PLC agendas and minutes.	09/22-09/23 Teachers, Principal, FRC	\$500, General Fund
			b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	09/22-09/23 Teachers, Principal, FRC	\$0
Objective 2: To increase positive survey ratings on the Quality of School Climate and Safety ratings among our students from 88% in 2023 to 89% in 2024.	A. Establishing Culture and Environment.	A. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	09/23-09/24 Teachers, Principal	\$0
			b. Schedule speakers & Programs for in class and assemblies and via Zoom, scheduled field learning experiences when appropriate.	Lesson Plans, Videos, Photos, PLC agendas and minutes.	09/22-09/23 Teachers, Principal	\$500, General Fund
	B. Design, Align, and Deliver Support.		a. Project based learning embedded activities, to include college, career, and technical activities	FRC Logs, Lesson Plans, PLC agendas and minutes.	09/23-09/24 Teachers, Principal	\$500, General Fund
			b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	09/23-09/24 Teachers, Principal	\$0
Objective 3: To increase positive survey ratings on the Quality of School Climate and Safety ratings among our students from 89% in 2024 to 90% in 2025.	A. Establishing Culture and Environment.	A. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	09/24-09/25 Teachers, Principal	\$0
			b. Schedule speakers & Programs for in class and assemblies and via Zoom, scheduled field learning experiences when appropriate.	Lesson Plans, Videos, Photos, PLC agendas and minutes.	09/24-09/25 Teachers, Principal	\$500, General Fund
	B. Design, Align, and Deliver Support.		a. Project based learning embedded activities, to include college, career, and technical activities.	FRC Logs, Lesson Plans, PLC agendas and minutes.	09/24-09/25 Teachers, Principal	\$500, General Fund
			b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	09/24-09/25 Teachers, Principal	\$0

Whitley County East Elementary School, 2022-2023 Comprehensive Improvement Plan
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6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): n/a						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1						
Objective 2						

8: Other (Optional)

Goal 8 (State your separate goal.): n/a						
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: n/a
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: n/a
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: n/a
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 CSJP 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?</p> <p>Response: n/a</p>
<p>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>

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
n/a	n/a	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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 Response: n/a
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: n/a

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge, New York, NY.	<input checked="" type="checkbox"/>
n/a	n/a	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Whitley County East Elementary School
13781 E. Highway 92
Siler, Kentucky, 40763
United States of America

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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?

Our school's mission is to provide and cultivate a safe, supportive environment in which all students are expected to achieve at high levels. The formal mission statement of our school is: "Parents, teachers, and students working together for Academic Excellence." Our school motto is "Whitley County East Elementary School: Where Kids Come First!" and we mean that sentiment with all sincerity. Every activity we do and every decision we make hinges upon our purpose, which is supporting student achievement and well-being. The guiding values of our school culture reflect our determination to provide our students with the opportunity to develop a good work ethic, a strong moral compass, and old-fashioned grit, while providing as

many rich and relevant educational opportunities as possible for our students. We see education as a vehicle to help lift students from poverty and its implications, which is especially critical when one considers that the free and reduced meal eligibility rate among our student population is presently 87.2%, a statistic that has held steady across the past nine years. We believe that elementary skills are both the foundation and gateway for later learning. When our students are successful, we all are. We take our roles as educators for our community very seriously and treasure this relationship as we understand how valued and important those roles are to the students, families, and community we serve.

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

As revealed by our Needs Assessment process, Whitley County East Elementary School's top two focus areas requiring professional development to support continuous improvement are: 1.) Categorical Novice Performance Reduction in Reading and Mathematics for all students and 2.) Supporting students in their social and emotional development by concentrating on removing non-cognitive barriers to learning. Our SBDM derived these two priority goals by analyzing our available student data achievement and student survey data from the Kentucky Summative Assessment Quality of School Climate and Assessment surveys and by surveying our teachers and staff and discussing these results in our professional learning communities (PLCs.) This data will inform and drive our professional development plan. As outlined in our protocols, all stakeholder groups were represented and involved in its development. In support of this plan, each building teacher also met with the principal to develop a professional growth plan based upon self- reflection to achieve personal professional growth and development aligned with school and district needs. The principal in turn met with the Deputy Superintendent to propose and develop a professional development plan for him, aligned with building and district needs based upon self-reflection and data from the 2021-2022 school year, as well as a review of available data from the previous three data cycles.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The goals of our CSIP are to increase Proficient or better categorical performance, while systematically reducing Novice categorical performances in the core academic areas of math, reading, writing, science, and social studies. We also want to grow categorical performance of our most significant gap group, which overshadows all other groups, specifically our Free and Reduced Meal Eligibility population as

outlined in our CSIP goals. This population encompasses 87.2% of our student population, a data point that has remained consistent across the past three data cycles. Not only does this number represent a significant portion of our overall population, it underscores the most vulnerable of our students. To accomplish our goals, our faculty will disaggregate results of formative and summative assessments, surveys, and other key data. This information will be analyzed in professional learning communities and thereby inform and drive further professional development planning and lesson planning. We will know the data and the circumstances that are in the background of the data as well. Most importantly, we will know our students and understand how to help them grow social and emotionally and learn effectively and efficiently.

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

For the first focus professional development area of need, the specific objectives for professional development aligned to the school goal of identifying pathways to key standards by grade level include: 1.) Formative and summative data analysis and disaggregation by grade level PLCs. 2.) Determine and prioritize each student's instructional needs based upon analysis of formative data in the core academic subjects. 3.) Meeting those needs through data-driven instructional delivery of key standards, with follow up as needed. 4.) Faculty and staff working with the principal and district level instructional coaches in PLCs to ensure that a rigorous but supportive curriculum is delivered and that students are meeting benchmarks in core subject areas. 5.) Faculty follow up in teacher led PLCs to refine and adjust instructional delivery and approach when necessary. 6.) Communicate with parents and involve families to support student learning. 7.) Scheduled internal and/or external professional development at the building, district, or co-op level to support needs specific to our school. This information will further be shared among our faculty via the PLC process and Google Drive archives, kind of like a confidential, virtual professional learning file that we share among our faculty and staff.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended results of this component of the professional development plan will be deliberate and systematic reduction of novice categorical performance in all key academic areas—focusing on math and reading, but also in the core subjects of science, social studies, and on-demand writing while systematically growing our proficient and distinguished categorical student performance populations. Another intended result is that our students be college and/or career ready, or rather “pre ready” at the elementary level. The faculty will, as a result, shift toward deeper learning activities to support specifically identified student learning needs delivered by a skilled and knowledgeable faculty and support staff, using evidence based and best practices.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Indicators for successful implementation of this component of the professional development plan will be reduction of novice scores and a rise in proficient scores on formative assessments, student benchmarks in Renaissance Learning STAR and NWEA Markers of Academic Progress (MAP,) and artifacts such as student work samples, grade level common assessments, teacher reflective practice and PLC agenda and minutes, analyzed and monitored by teachers and principal three times per year (Fall, Winter, & Spring) using a data collection tool that teachers enter information for each student. Furthermore, teacher led PLCs will meet every other week (nine times per semester) by grade level to discuss and reflect on data-instructional delivery, assessment, and feedback to students. The result is expected to be an efficient identification, delivery, and path to proficiency/mastery of key standards for students, which should in turn support students in their path to proficient or higher categorial performance in core academic subjects on summative assessments across all grade levels.

4d. 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.

Please describe in detail.

Indicators for success of the professional development plan will be reduction of novice scores and a rise in proficient scores on formative assessments, student benchmarks in Renaissance Learning STAR and NWEA Markers of Academic Progress (MAP,) and student artifacts such as work samples and item analysis of common assessments as well as completion of student skills plans. Specific to grades kindergarten and first, student attainment of Eager and Independent Reader status. Moreover, other artifacts will include teacher reflections/sharing of information in google drives and PLCs as documented on agendas/minutes. The result is expected to be an efficient identification, delivery, and path to proficiency of key standards for students, which should in turn lead to proficient or higher categorial performance in core academic subjects on summative assessments across all grade levels.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional development will be teachers, the principal, and paraprofessionals who work with the selected populations in our building under the supervision of certified faculty.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

The resources needed for this component of our professional development will include allocation of time and resources in Professional Learning Communities, and scheduled professional development. Included among the scheduled professional development this year are:

- *District professional development sessions at the beginning of the year.
- *District partnership with GRREC (Green River Regional Educational Cooperative)
- *Building partnership with SESC (South East South Central Educational Cooperative)
- *Building specific initiatives-anchor teacher leaders, principal as instructional leader, district level instructional coaches.
- *CTIP (Colonel Teacher Intern Program, a district based initiative for beginning teachers in our district.

Excellent resources are following: <http://www.corestandards.org/> as well as <https://kystandards.org/home/ky-acad-standards/> and www.achievethecore.org. PLCs will work together to identify students, standards, and resources. Our faculty will work with district level coaches and curriculum teams across the district to align our curriculum, both horizontally and vertically and develop curriculum maps based on the Kentucky Academic Standards. Another need will be funding and materials to support teachers as they implement delivery of key standards. Funding will be allocated through our general fund and we will, in cooperation with our district seek additional supporting funds, such as the Kentucky Comprehensive Literacy Grant. New teachers will work in a cohort with district instructional coaches in our Colonel Teacher Internship Program. We will also leverage our Southeast/Southcentral Educational Cooperative to support our professional development needs when appropriate and other building, local, state, and/or national conferences. Teachers will work inside the building curriculum team and with the principal and district level instructional coaches to identify key standards as well and student progress, documenting efforts in our PLC record in our confidential Google team drive.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Ongoing professional supports will be provided for professional development implementation through coaching via district level instructional coaches, the principal, and assigned building anchors and teacher leaders. This support will be documented via the PLC process in agendas and minutes, as well as teacher leader summaries and shared via Google drive. All new (two years experience or less) teachers will be assigned in building anchors to help guide them and work closely with the district's Colonel Teacher Internship Program, as scheduled by instructional coaches via zoom and in person meetings. All faculty will summarize PD they attend and share via a team drive as part of the PLC process. Our faculty will align Professional Growth Plan activities to reflect our efforts. Follow up will be integrated into the professional learning community process and driven by student data on benchmark and common assessments

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

For the second focus need requiring professional development, the specific objectives for professional development aligned to the school goal of supporting all our students in their social emotional development by concentrating on removing non cognitive barriers to learning 1.) Teachers and staff will receive training and work within Professional Learning Communities as necessary to identify student barriers to learning. 2.) In the short term, three times per year, our faculty will work to identify students who are performing below grade level benchmarks, including Review 360 screeners (a peer reviewed, evidence based social and emotional screener,) during PLCs with teachers, principal, instructional coaches, interventionists, and teacher leaders and grade level anchors. Other building personnel will attend the PLCs as necessary. 3.) When placing these students on confidential "watch lists" PLCs will determine barriers to learning, such as social emotional needs, economic needs, mental health needs, or even needs for interventions beyond those offered in the classrooms including attendance. Subsequently, a plan will follow from the PLC for each student to address/mitigate these barriers to the extent possible. 4.) Teachers will make referrals as appropriate to address needs through in house as well as collateral services using available resources: Family Resource Center, In House Cumberland River Behavioral Mental Health practitioners, in house tele-health practitioner, homeless student services, or other community and collateral resources, math or reading intervention. 5.) In the long term, capacity building workshops will be offered to parents and families to further support student learning and success, including learning how to understand formative and summative assessment scores and how to support students outside of the school environment in key academic subjects. 6.) Student active participation in our before and after-school partnership programs, either in person or remotely: 21st Century S.P.A.C.E. and Save the Children, including after school clubs and special activities/topics scheduled with community partners.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Deliberate, intentional support of student social and emotional needs and removing non-cognitive student barriers to learning which should in turn lead further support for future learning and success for all students, including our most vulnerable learners and capacity-building for our families to support our learners. These barriers will include various non-cognitive indicators, including emotional, social, and economic impact support for our students and their families, improved Kindergarten readiness, referrals to services and resources to support families in ways that enable all of our students to be ready to learn and to continue learning efficiently and at high levels. Student learning and achievement is a complex process; with an 87.2% free or reduced meal eligibility rate factored in, the majority of our students are considered “at risk” due to their circumstances and backgrounds. By deliberately and intentionally identifying and supporting our students and their needs, our students will be more ready to learn and achieve. Another intended result is that our students be college and/or career ready, or “pre ready” at the elementary level by learning effective habits that translate to academic skills as well as vocational skills and align with our culture statements of Grit, Moral Compass, Work Ethic, and Education.

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Indicators for successful implementation of this component of the professional development plan will be a reduction of elevated (yellow) and extremely elevated (red) ratings, with student moving into the normal (green) range on the Review 360 universal behavioral screener as the year progresses. Students will be rated by teachers in the fall, winter, and spring and the data that results from these teacher ratings will be analyzed in PLCs by the teachers, with the support of the principal, instructional coaches, intervention, and special education teachers and will result in multi-tiered interventions and supports for students who are demonstrating elevated and extremely elevated ratings. Students data will also be reviewed from other benchmarks, so that our instructional teams can offer students supports to meet social and emotional needs and other noncognitive barriers that impact learning. Teachers and interventionists will review watch lists and support students by working with families and exploring available resources. Among these are our district homeless liaison, our Family Resource Youth Services Center, school based mental health counseling through our in-building partnership with Cumberland River Behavioral Health. Teachers will further monitor process in their teacher-led PLCs nine times per semester, and may invite additional district/building personnel when needed and relevant. Faculty and staff will also disaggregate ratings on the annual Kentucky Summative Assessment Quality of School Climate and Safety ratings annually and follow up on as needed.

5d. 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.

Please describe in detail.

Indicators for success of the professional development plan will be a reduction in barriers to student learning, as evidenced by: 1.) a decrease in disciplinary referrals. 2.) meeting student mental health needs by leveraging our in-house relationship with Cumberland River Behavioral Health, our in-house Family Resource Center, and our in-house telemedicine services and partnerships. 3.) Attendance by parents/guardians/ families in our capacity-building workshops. 4.) growth among student populations who are performing at proficient levels as measured by universal screeners—MAP, STAR, Review 360. Brigance Screeners. 5.) Surveys by students, faculty, staff, parents and guardians as indicated. 6.) Improved attendance by students categorized as chronically federally absent or marked for intervention. 7.) Attendance and participation by students in our before and after school partner programs & clubs: 21st Century S.P.A.C.E. and Save the Children. 8.) High to very high ratings on the annual Kentucky Summative Assessment Quality of School Climate and Safety ratings. The long-term indicators for success will be hard to gauge without longitudinal data; however, by meeting immediate social and emotional needs during the formative elementary years, the benefits for our students may be evident in future years, pending a continuation of meeting those needs. However, in the short term it will be comparatively easy to gauge based upon screeners, student performance, and other non-academic indicators as outlined.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience for the professional development will be teachers, the principal, and administrators, and paraprofessionals who work with the selected populations in our building under the direction and supervision of our certified faculty, as well as our Family Resource Director.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

The resources needed for this component of our professional development plan will include allocation of time and follow up during the PLCs. Allocations have been made by our SBDM and our district to support initiatives; many of our opportunities are low cost, no cost, or grant specific. PLCs will work together to identify students on “watch lists” who may need additional supports and interventions. A clear referral process will be implemented for students who need additional supports and services within our building. Available supports will be matched to students and families. Progress will be monitored in the teacher led PLC meetings 9 times per semester and more specifically the three principal/coach led meetings scheduled by

the principal three times per year to review in-depth student progress. Further resources will include trainings and professional development scheduled by our partners: 21st Century S.P.A.C.E, Save the Children, Family Resource, Bell- Whitley Community Action Agency, Cumberland River Behavioral Health. Specifically, staff assigned to those programs and trainings will bring back information to share within our PLCs as documented in our confidential Google team drives.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Ongoing professional supports will be provided for professional development implementation through coaching via district level instructional coaches, the principal, and assigned building anchors and teacher leaders and other key staff when appropriate. This will be documented via the PLC process in agendas and minutes and shared via Google drive. Teacher led grade level PLCs will convene nine times per semester, while the school wide teams, along with interventionists, instructional coaches, and principal will convene three times per year. All faculty will summarize PD they attend and share via a team drive as part of the PLC process. Our faculty will align Professional Growth Plan activities to reflect our efforts and initiatives. Grant programs will be subject to grant guidelines and continuing eligibility of funding. Follow up will be integrated into the professional learning community process and documented in our shared google team drives and reviewed by the same process.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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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