



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 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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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 2023-24 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, 09/11/2023



2023-2024 Phase One: School Safety Report

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2023-2024 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, August 3, 2023

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

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

Yes, August 8, 2023

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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2023-2024 Phase One: Executive Summary for Schools

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2023-2024 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 7-12 Colonel Academy, and an alternative school comprise the Whitley County Public School District. Whitley County East Elementary School is currently celebrating its sixteenth 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 cultural heritage; many students who attend our school 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 our 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 87.7% of our students in grades preschool through sixth grade qualify for free or reduced meals, We are presently a school-wide Title I school. 98.7% of our students identify as being White, Non-Hispanic, with the remaining 1.3% of our population identifying as Hispanic/Latino, African American, or having two or more races. 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. . 03% of our population is in foster care. Almost 16% of our students are identified for homeless services under the McKinney Vento Homeless Act, while 7% of our students receive gifted and talented services and 35.7% of our population receives special education services and/or speech and language services By gender, 135 of our students are female and 153 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 and is comprised of forty plus beautiful acres. We have several outdoor learning centers on our campus: a Nature trail, a student garden, and Mustang Heritage butterfly and song bird garden that frames the front of our school. As a learning community, we take a great deal of pride in our building and campus, our students, and their families.

Our K-6 population has remained fairly 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 school zone and district: in 2021 there were 253 K-6 students; 2022 saw us decline to an enrollment of 235 and in 2023 the number of K-6 students held at 233. 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 which brings our certified building level staff to twenty-three.

Our present faculty is comprised of twenty dedicated educators 68.2% of whom are female and 31.8% of whom are male. The average teacher to student ratio in our building is 12:01. The average experience rate in our building is 6.33 years. 20% of our teachers have a bachelor's degree, 80% have a Master's Degree, while 33.3% of our faculty have a Rank I in addition to their Master's Degree. 10% of teachers have less than one year 30% have 1-3 years experience, with the remaining 60% have more than three years worth of experience. 4.5% of our faculty have emergency or provisional credentials. Last reporting cycle, we had a 13.6% turnover rate among our faculty, due to transfers and retirements. Our teacher climate surveys on the last IMPACT KY survey yielded the following results for our building: 93% favorable school climate, 95% favorable managing student behavior, and 97% favorable on school leadership.

Our classified staff consists of 9 instructional support staff/clerical workers, including two CDA Preschool Assistants, a Kindergarten Assistant, a special needs instructional assistant, and 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 and support our students and family. We have three custodians who keep our building clean and in good repair, and six full time 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, and we also enjoy the support of a School Resource Officer. Most of our staff wear multiple figurative hats, and volunteer to coach teams or coordinate special events and activities at our school. We all understand that the school is a literal and figurative landmark in our community and a hub of our community.

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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The school stakeholder groups for Whitley County East Elementary School are essential to our improvement planning process. In seeking stakeholder involvement, we strive for inclusion, transparency, and engagement. As a school-wide Title I school, stakeholder involvement is critical to our success. Students, parents, teachers, support staff, the building administrator, board level coaches and district administrators, bus drivers and monitors, cafeteria staff, grant partners, the community at large including taxpayers, local businesses, and really society in general and in the global sense could all be considered stakeholders. In our experience, every stakeholder has the same goal: student achievement and overall well-being. Our school has several protocols in place to ensure public involvement and engagement in our continuous improvement planning process.

We engage faculty and staff directly through our professional learning communities, where we analyze and disaggregate various student data. These meetings are scheduled every two weeks by grade level teams and monthly for intervention and administrator/coach/teacher leader-led meetings and are documented and archived in our Google Team Drive. Both formative and summative data as well as ratings and surveys inform and drive our instructional practice and delivery. We are constantly adjusting instruction to support student learning needs and monitor the effectiveness of our improvement plan. Additionally, both our improvement plan and our school report card are located at: <https://wceast.whitley.kyschools.us/about> which may be accessed by stakeholders at any time. Notification of this is sent out annually, along with an offer of producing a paper copy for any parent who does not have digital access. Stakeholders are further involved and engage with us through our approved social media platforms and groups on Facebook. Our professional learning communities review student, parent, and teacher/staff surveys frequently, and one of the key student surveys we analyze each year is the Kentucky Summative Assessment Quality of School Climate and Safety Survey from our 3-6 population each year. Additionally, our grant partners, including Family Resource and Youth Service Center, 21st Century CCLC, Partners for Rural Impact, and Save the Children frequently offer parent, teacher, and student surveys to help drive and improve programming. This often leads to additional partnerships within our community.

Our main parent group is our amazing PTO group, and we have regularly scheduled public meetings to involve and engage parents. Furthermore, our PTO works with many community partners and local businesses to support our work with students, both in terms of classroom support and also extracurricular opportunities. Our school and district actively recruits parents and grandparents as part of our Parents As Volunteer Educator (P.A.V.E.) program, which conducts background and safety checks for our wonderful volunteers who come into our school. Our PTO is also key in scheduling guest speakers to come into our school, either in person or virtually (Career Day is a perennial favorite among our students.)

Furthermore, our school schedules at least three parent teacher conferences each year and offers follow-up and other methods of meeting if scheduled times do not work. According to our school report card data, at least 216 of our students had at least one parent-teacher conference last year. Our Site-Based Decision-Making Council has scheduled monthly public meetings and teachers report data to our SBDMC about aggregate student achievement as well. This forum is a well-

established and official venue for stakeholder involvement and always includes development or progress review of our improvement plan and reports. This data is used to help drive our professional development planning.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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, and we celebrate our successes and learn from everything we do.

Our curriculum is tightly, rigorously, and vigorously aligned both horizontally and vertically with state and national standards through the Kentucky Academic Standards and the Common Core by way of curriculum maps. Each summer, our teacher leaders meet with other teacher leaders and instructional coaches from across the district to review curriculum and strengthen our delivery. 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 and parents/guardians have the opportunity to meet and discuss progress up to three times per year, as well as by special appointment.

Each child we teach is unique, and we pride ourselves as a faculty and staff on meeting their individual needs, supporting their academic needs as well as 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 present 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, cheer-leading, 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 and we are thankful that it is so.

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 our school. 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.

Two Whitley County East Elementary School faculty members, Mr. Rice and Mrs. Vanover, were recognized by IXL, an educational software company as being "IXL Elite 100 Educators" due to the way they use data to grow student achievement ([https://www.ixl.com/resources/elite-100.](https://www.ixl.com/resources/elite-100)) This is quite an honor when one considers that according to the IXL website, the program is used by over 1,000,000 world wide. Mrs. Vanover was further recognized for this and her many other achievements and accomplishments by our local board of education in February of 2023 as being a recipient of our district's "Above and Beyond" award, and she is one of nine recent faculty and staff members across the past ten years from our school who have been recognized for this award.

In terms of extracurricular achievements, our boys' soccer team won the district Colonel Cup and were tournament winners in the spring of 2023, and in the fall of 2022 our fifth and sixth grade boys' basketball team were regular season district champions and tournament runner-up. These events were celebrated by our school and community.

The most recently available spring assessment data (Spring 2022) revealed that our school designation was "Blue," which is the highest category as defined by the Kentucky Department of Education Accountability System. Students scored in the "blue" category in reading and mathematics, as well as the combined categories of science, social studies, and combined writing. Our quality of school climate and safety survey rating was also in the blue category. 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, 2022 Kentucky Summative Assessment, with 100% of our population participating.

2022 Spring Kentucky Summative Assessment Data:

Grades 3-6 Reading-- 66% of our population in grades 3-6 scored at the Proficient/Distinguished level, while our apprentice rate was 25%. 9% of our students in grades 3-6 scored in the Novice range.

Grades 3-6 Math-- 65% of our students scored at the Proficient/Distinguished level, while our apprentice rate was 23% and 12% of our students in grades 3-6 scored in the Novice range.

Grade 4 Science-- 65% of our students scored at the Proficient/Distinguished level, while our apprentice rate was 32%. 3% of our fourth graders scored in the Novice range in science.

Grade 5 Social Studies--63% of our students scored at the Proficient/Distinguished level, while our apprentice rate was 30% and 7% of our fifth graders scored in the Novice range in social studies.

Grade 5 Combined Writing (Editing and Mechanics and On-Demand Writing-- 60% of our students scored at the Proficient/Distinguished level, while our apprentice rate was 37% and 3% of our fifth graders scored at the Novice level in Combined Writing.

2021 Spring Kentucky Summative Assessment Data:

Grades 3-6 Reading-- 50% demonstrated performance in the Proficient/Distinguished Category while the 3-6 Apprentice performance rate was 28.8%; and Novice Rate was 21.2%.

Grades 3-6 Math—27.9% demonstrated performance in the Proficient/Distinguished Category. Grades 3-6 Math Apprentice Rate was 44.9%; and the Novice Rate was 27.2%.

Grade 4, Science, Proficient/Distinguished Rate: 48.4%. Apprentice Rate: East, 38.7%; Novice Rate: East, 12.9%.

No data for 2021 Fifth Grade Social Studies available (Field Test Year.)

On-Demand Writing, Grade 5— 56.7% of fifth graders demonstrated performance in the Proficient/Distinguished Category. Apprentice Rate: 36.7%. Novice Rate: 6.6%.

The following data was yielded as a result of the Spring, 2023 performance from our K-2 population who took the IOWA Assessment:

Kindergarten performance yielded grade level aggregate scores for total reading at the 68th National Percentile Rank, ELA (English Language Arts) total at the 99th percentile rank, and mathematics total at the 86th percentile rank. First grade yielded grade level aggregate scores at the 28th percentile rank in reading, 38th percentile rank in ELA (English Language Arts) and an aggregate math score at the 44th percentile rank for math total. Second grade yielded an aggregate score at the 44th percentile rank for reading total, 55th national percentile rank in ELA (English Language Arts) total, and 64st percentile rank in mathematics total.

We contrast this with the data for our K-2 population from Spring, 2022 when our students 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 measures students who enter our entry program as "Kindergarten Ready" revealed in the fall of 2022 that 31% of our students entered school "Kindergarten Ready" compared to 35% who were ready in the district, and 37% who demonstrated kindergarten readiness across the state. Students who attended Head Start or preschool were much more likely to be Kindergarten ready than their counterparts, who did not attend either early childhood intervention according to our Brigance Screening Data. Additionally, students who participated in our in house Save the Children Early Steps initiative for birth-3 demonstrated increased readiness levels. By contrast, in 2021, 36.1% of our entry population were assessed and categorized as "Kindergarten Ready."

In the spring of 2022, our certified faculty took the Impact Kentucky survey based on their perceptions of working conditions in our school and district. 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 overall: 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

This data is contrasted with the Impact Kentucky Survey from 2020 which was our first year of taking that survey. 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.

Achievements and survey results aside, there is still plenty to work on to help all of our students to grow and achieve at the highest possible level. At the time of this report, we are awaiting the official public release of the Kentucky Department of Education Spring, 2023 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 gaps, new enrollment, and so many other factors. To that end, we will continue to demonstrate efficacy in our instruction, and use a data-driven, evidence based, and informed approach to instructional delivery, differentiation, and enrichment. We will continue to address social and emotional learning and remove noncognitive barriers. Our focus will be novice reduction in math and reading and we plan to concentrate quite a bit on our primary and entry populations to make sure that our students are strong at reading and math concepts as they enter third grade. We want to grow our apprentice learners into proficiency or distinguished categories. Presently, we realize that our biggest gaps are in grades 2 and 3 this year, based on our benchmark assessments and other grade level formative and summative 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: A proud Whitley County School District elementary school.

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. These opportunities support our goals of helping students to get ready for transition, and for pre-college or pre-career readiness. In fulfilling this grant by taking area field learning experiences, another partnership has developed with the National Park Foundation in the form of a mini-grant from that organization to give our fourth grade students the opportunity to enhance social studies and science standards mastery in the Cumberland Gap National Park, which is only about forty-one miles from our campus.

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. Our district is part of the KyCL grant, which is a strong, evidence-based literacy initiative that aims to improve literacy for students in our building and district. Finally, we have a Partners for Rural Impact Promise Zone Building Level Coordinator that works hard in our school and community to help improve student achievement and social and emotional well-being and further grow our capacity to support our students and community.

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 Striving Readers 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 continuing wake of the COVID 19 Pandemic experience. We use acceleration techniques to fill in gaps in instruction, as applicable in many of our tutoring and instructional programs.

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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2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Whitley County East Elementary School

Mike Partin

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Siler, Kentucky, 40763

United States of America

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2023-24 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 CSIP 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 also 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 aggregate progress within the grade on the MAPS assessment, which is presented to the SBDM and documents this within grade team PLCs. We focus on which students are meeting proficiency, as well as those students who are struggling, and we consider our resources and make a plan for each student. 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-five 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 upon careful and detailed analysis of the spring, 2023 Kentucky Summative Assessment data, we met or exceeded our objectives except for our climate goal (goal 5,) and we are on track to meet our three-year goals in all areas, taking into account the slight regression on the quality of school climate and safety survey. Likewise, our K-2 population demonstrated a strong performance overall on the IOWA assessment. Further analysis at the individual student level led to greater insight to inform and drive our instructional practice and delivery.

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 87.6% 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, and this has proven to be an effective model for our school.

By utilizing evidence based and best practice activities, monitoring and, when necessary, adjusting our instructional delivery based on 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 while growing students toward proficiency or beyond.

Specific successes include data review and analysis during PLCs and school wide intervention team meetings, alignment of the Kentucky Academic Standards, focused differentiated instruction, filling in any lingering COVID instructional gaps, and reducing non-cognitive barriers to student learning. The implementation of the goals, objectives, strategies, and activities from the 2022-2023 Comprehensive School Improvement Plan serves as a backdrop and base line for developing our 2023-2024 CSIP and provide laser-like focus for the instructional year ahead.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The data comparisons among the 2022-2023, 2021-2022, and 2020-2021 school years are encouraging, even as our school, along with the rest of the area, state, and nation continue transition to the post COVID Pandemic Era. However, we are making gains in continuing to close Covid Gaps at Whitley County East Elementary School, as revealed by the following data, with much room left to improve as well:

Primary Trends for grades KG, 1st, 2nd:

There is no summative data for two academic years prior to 2021-2022 as our district did not administer the IOWA achievement test during the Pandemic to our K-2 Population. With a slight dip in first grade, we appear to be holding ground in our primary instructional programs.

For the 2022-23 school year, Kindergarten Extended English Language Arts Total, the kindergarten average national percentile rank reported at 95. Math was 96. For First Grade, the Extended English Language Arts Total, the first grader's average ELA national percentile rank was 28 and the math total national percentile rank was 40, while social studies national percentile rank of 67 and science performance was

measured at the national percentile rank of 70. For Second Grade, the Extended English Language Arts Total, the second grader's average national percentile rank was 60 and the math total national percentile rank was 68, while social studies national percentile rank of 67 and science performance was measured at the national percentile rank of 79.

For the 2021-22 school year, 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 ELA 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.

Brigance Readiness Trends:

During the 2022-2023 school year, our Brigance Kindergarten Screening Data yielded the following results for our students entering Kindergarten:

Ready with interventions: 77% (school) compared to 58% (district) and 54% (state.)
Kindergarten ready: 23% (school) compared to 36% (district) and 38% (state.)
Ready with enrichment: 0% (school) compared to 6% (district) and 8% (state.)

This is contrasted with the 2021-2022 Brigance Kindergarten Readiness Screener data: Ready with interventions: 64% (school) compared to 60% (district) and 56% (state.) Kindergarten ready: 31% (school) compared to 35% (district) and 37% (state.) Ready with enrichment: 6% (school) compared to 4% (district) and 7% (state.) For the 2020-2021 school year, Brigance Kindergarten Readiness Screener Data was: Ready with interventions: 44.4% (school) compared to 51.7% (district) and 46.9% (state.) Kindergarten ready: 55.6% (school) compared to 43.2% (district) and 40.5% (state.) Ready with enrichment: 0% (school) compared to 5.1% (district) and 12.6% (state.)

Non-Academic Indicator Trends:

Likewise, non-academic indicators show mixed trends. In 2022-2023, our school saw 87 disciplinary referrals, compared to 40 in the year 2021-2022, and 2 during the 2020-21 school year (COVID year). This increase seems to be more than just a return to normal routines as there has been social and emotional fallout from the Covid Pandemic as well.

The average daily attendance rate for 2022-2023 was 90.4%. 2021-2022 was not collected, nor for the 2020-2021 school year due to the impacts of the COVID 19 Pandemic.

Accountability trends:

On the Spring, 2023 Kentucky Summative Assessment, our entire population of students in grades 3-6 yielded the following results for Math: All students: Novice performance rate, 8%, Apprentice performance rate, 24%, Proficient performance rate, 37%, Distinguished performance rate, 32%. The combined Proficient/Distinguished rate for math was 68%. Reading data was as follows: All students: Novice performance rate, 3%, Apprentice performance rate, 23%, Proficient performance rate, 31%, Distinguished performance rate, 43%. The combined Proficient/Distinguished rate for reading was 74%.

Our 2022-2023 Economically Disadvantaged Population as compared to our Non-Economically Disadvantaged Population yielded the following comparative scores for Math: Novice performance rate, 8% compared to 6%, Apprentice Performance Rate, 24% compared to 24%. Proficient Performance Rate, 38% compared to 29%, Distinguished Performance Rate, 30% compared to 41%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged: 68% compared to 71%. The Reading scores for the Economically Disadvantaged Group compared to the Non-Economically Disadvantaged Group are as follows: Novice Performance Rate, 2% compared to 6%. Apprentice Performance Rate, 24% compared to 18%. Proficient Performance Rate, 32% compared to 24%. Distinguished Performance Rate, 42% compared to 53%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged, Reading was 74% compared to 76%.

Our 2022-2023 Disabilities Population as compared to our Non-Disabilities Population yielded the following comparative scores for Math: Novice performance rate, 7% compared to 8%, Apprentice Performance Rate, 20% compared to 27%. Proficient Performance Rate, 37% compared to 36%, Distinguished Performance Rate, 37% compared to 28%. Combined Proficient/Distinguished Performance Rate for Disabilities Population 74% compared to Non-Disabilities Population 65%. The Reading scores for the Disabilities Population compared to the Non-Disabilities Population are as follows: Novice Performance Rate, 2% compared to 3%. Apprentice Performance Rate, 20% compared to 26%. Proficient Performance Rate, 15% compared to 41%. Distinguished Performance Rate, 63% compared to 31%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged, Reading was 78% compared to 72%.

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%.

Our 2021-2022 Economically Disadvantaged Population as compared to our Non-Economically Disadvantaged Group yielded the following comparative scores for Math: Novice performance rate, 14% compared to 5%, Apprentice Performance Rate, 20% compared to 33%. Proficient Performance Rate, 46% compared to 29%, Distinguished Performance Rate, 20% compared to 33%. Combined Proficient/

Distinguished Performance Rate for Economically Disadvantaged: 66% compared to 62%. The Reading scores for the Economically Disadvantaged Group compared to the Non-Economically Disadvantaged Group are as follows: Novice Performance Rate, 9% compared to 10%. Apprentice Performance Rate, 27% compared to 14%. Proficient Performance Rate, 37% compared to 38%. Distinguished Performance Rate, 27% compared to 38%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged, Reading was 64% compared to 76%.

Our 2021-2022 Disabilities Population as compared to our Non-Disabilities Group yielded the following comparative scores for Math: Novice performance rate, 5% compared to 15%, Apprentice Performance Rate, 13% compared to 24%. Proficient Performance Rate, 43% compared to 45%, Distinguished Performance Rate, 40% compared to 16%. Combined Proficient/Distinguished Performance Rate for Disabilities population compared to Non-Disabilities population: 83% compared to 61%. The Reading scores for the Disabilities population compared to Non-Disabilities population are as follows: Novice Performance Rate, 5% compared to 9%. Apprentice Performance Rate, 13% compared to 32%. Proficient Performance Rate, 40% compared to 32%. Distinguished Performance Rate, 43% compared to 26%. The Combined Proficient/Distinguished Performance Rate for Disabilities Population compared to Non-Disabilities for Reading was 83% compared to 58%.

On 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%

No data is available on the School Report Card for Economically Disadvantaged or Disabilities Groups for the 2020-2021 academic year.

Quality of School Climate and Safe Schools Survey:

Our Quality of School Climate and Safety results declined slightly based on Spring, 2023 compared to Spring, 2022 data:

Climate, 87.6 favorable in Spring, 2023 from 88.6 favorable in Spring, 2022. Safety also declined, 81.9 in Spring, 2022 from 85.2 favorable in Spring, 2022.

Thus, while these two and three-year trends are very encouraging for all our learners, 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, including sub populations and gap groups, even as other variables come into play, such as shifting student populations and student circumstances or barriers.

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 2022-23 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. We were very encouraged by the results, and we identified key areas to drive instructional practice and delivery.

Academic Current State:

For grades 3-6, we analyzed data from the Spring 2022-2023 Kentucky Summative Assessment, with this information based upon the 100% of our 120 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 2022-2023 school year, based on the results of the Kentucky Summative Assessment, our school was categorized as "Blue" with "Very High" performance. Our overall academic indicator score was 102.7, comprised of reading and math, 100.9, and social studies/science, and writing 106.5. Likewise, our kindergarten, first grade, and second grade populations performed relatively well on their summative IOWA achievement test, 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 are traditionally introduced.

Results yielded from our 120 accountable students who took the Spring, 2023 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 and Reading:

On the Spring, 2023 Kentucky Summative Assessment, our entire population of students in grades 3-6 yielded the following results for Math: All students: Novice performance rate, 8%, Apprentice performance rate, 24%, Proficient performance rate, 37%, Distinguished performance rate, 32%. The combined Proficient/Distinguished rate for math was 68%. Reading data was as follows: All students: Novice performance rate, 3%, Apprentice performance rate, 23%, Proficient performance rate, 31%, Distinguished performance rate, 43%. The combined Proficient/Distinguished rate for reading was 74%.

Our 2022-2023 Economically Disadvantaged Population as compared to our Non-Economically Disadvantaged Population yielded the following comparative scores for Math: Novice performance rate, 8% compared to 6%, Apprentice Performance Rate, 24% compared to 24%. Proficient Performance Rate, 38% compared to 29%, Distinguished Performance Rate, 30% compared to 41%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged: 68% compared to 71%. The Reading scores for the Economically Disadvantaged Group compared to the Non-Economically Disadvantaged Group are as follows: Novice Performance Rate, 2% compared to 6%. Apprentice Performance Rate, 24% compared to 18%. Proficient Performance Rate, 32% compared to 24%. Distinguished Performance Rate, 42% compared to 53%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged, Reading was 74% compared to 76%.

Our 2022-2023 Disabilities Population as compared to our Non-Disabilities Population yielded the following comparative scores for Math: Novice performance rate, 7% compared to 8%, Apprentice Performance Rate, 20% compared to 27%. Proficient Performance Rate, 37% compared to 36%, Distinguished Performance Rate, 37% compared to 28%. Combined Proficient/Distinguished Performance Rate for Disabilities Population 74% compared to Non Disabilities Population 65%. The Reading scores for the Disabilities Population compared to the Non-Disabilities Population are as follows: Novice Performance Rate, 2% compared to 3%. Apprentice Performance Rate, 20% compared to 26%. Proficient Performance Rate, 15% compared to 41%. Distinguished Performance Rate, 63% compared to 31%. Combined Proficient/Distinguished Performance Rate for Economically Disadvantaged, Reading was 78% compared to 72%.

Our female population was compared to our male population in terms of categorical performances in grades 3-6 KSA reading:

Novice performance among females for reading was 2%, male novice performance was 3%. Apprentice performances among females was 30%, males 18%. Proficient performances among females was 30%, and males at 31%. Distinguished performances among females was 38%, males 48%. Combined female Proficient/Distinguished percentage was 68% compared to 79% among our male population.

We also compared female to male student categorical performance for students in grades 3-6 KSA math:

Novice performance among females for math was 9%, male novice performance was 6%. Apprentice performances among females was 28%, males 21%. Proficient performances among females was 38%, and males at 36%. Distinguished performances among females was 25%, males was 37%. Combined female Proficient/Distinguished percentage was 62% compared to 73% among our male population.

This 2023 KSA data is further analyzed by grade level performances:

Grade 3, Math: 15% of our students scored in the Novice range, compared to 15% Novice performances in the District Population and 27% in the state. 27% of our school performed in the Apprentice range, compared to 33% of the district population and 30% of the state population. 27% of our students performed in the Proficient range, compared to 35% of the district population and 30% of the state population. 31% of our students performed in the Distinguished range, compared to 17% of the district population and 13% of the state population. Our Proficient/Distinguished rate among our students in third grade math was 58%, compared to 52% district and 43% state.

Grade 3, Reading: 8% of our students scored in the Novice range, compared to 14% in the district, and 27% in the state. 27% of our students scored in the Apprentice range, compared to 28% in the state, and 26% in the state. 23% of our students scored in the Proficient range, compared to 28% in the district and 26% in the state. 42% of our students scored in the Distinguished range, compared to 29% in the district and 21% in the state. Our combined Proficient/Distinguished rate for third grade reading was 65%, compared to 57% in the district, and 47% in the state.

Grade 4, Math: 19% of our students scored in the Novice range, compared to 21% district and 33% state. 20% of our students scored in the Apprentice range, compared to 24% in the district and 25% in the state. 49% of our students scored in the Proficient range, compared to 42% for the district and 32% for the state. 23% of our students scored in the Distinguished range, compared to 13% for the district and 11% for the state. Our Proficient/Distinguished rate among students in fourth grade math was 72%, compared to 55% for the district and 43% for the state.

Grade 4, Reading: Data set suppressed.

Grade 5, Math: Data set suppressed.

Grade 5, Reading: Data set suppressed.

Grade 6, Math: 10% of our students scored in the Novice range, compared to 13% in the district, and 32% in the state. 19% of our students scored in the Apprentice range, compared to 25% of students in the district and 30% in the state. 35% of our students scored in the Proficient range, compared to 41% in the district and 28% in the state. 35% of our students scored in the Distinguished range, compare to an 21% rate in the district and 10% rate in the state. Our combined Proficient/Distinguished rate for math among our sixth graders was 70% compared to 62% in the district, and 38% in the state.

Grade 6, Reading: 3% of our students scored in the Novice range, compared to 4% in the district, and 21% in the state. 26% of our students scored in the Apprentice range, compared to 27% in the district, and 31% in the state. 42% of our students scored in the Proficient range, compared to 44% in the district and 32% in the state. 29% 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 71%, compared to 69% in the district, and 49% 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 11% in the district, and 16% in the state. 29% of our fourth graders performed in the Apprentice range, compared to 40% in the district, and 49% in the state. 40% of our students performed in the Proficient range, compared to 35% in the district, and 28% in the state. 29% of our fourth graders performed in the Distinguished range in science, compared to 13% in the district and 7% in the state. Our combined Proficient/Distinguished performance rate was 69%, compared to 48% in our district and 35% 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 17% across the district, and 32% across the state. 10% of our students performed in the Apprentice range, compared to 25% in the district, and 26% in the state. 21% of our students performed in the Proficient range, compared to 33% in the district, and 16% in the state. 62% of our students performed in the Distinguished range, compared to 25% in the District and 16% in the state. Our combined social studies Proficient/Distinguished rate was 83%, compared to 48% across the district and 42% across the state.

Fifth grade scores for On-Demand Writing Data set suppressed.

Fifth Grade Editing and Mechanics: Data set suppressed.

For the 2022-2023 school year, the following results were derived from our spring, 2023 administration of the IOWA achievement test for our K-2 population. The results are reported in aggregate percentile rank by subject and class: Kindergarten Extended English Language Arts Total, the kindergarten average national percentile rank reported at 95, Math 96. For First Grade, the Extended English Language Arts Total, the first grader's average national percentile rank was 28 and the math total national percentile rank was 40, while social studies national percentile rank of 67

and science performance was measured at the national percentile rank of 70. For Second Grade, the Extended English Language Arts Total, the second grader's average national percentile rank was 60 and the math total national percentile rank was 68, while social studies national percentile rank of 67 and science performance was measured at the national percentile rank of 79.

The Brigance Kindergarten Screening Data from 2022-2023 yielded the following results for our students entering Kindergarten: Ready with interventions: 77% (school) compared to 58% (district) and 54% (state.) Kindergarten ready: 23% (school) compared to 36% (district) and 38% (state.) Ready with enrichment: 0% (school) compared to 6% (district) and 8% (state.)

71 students in grades kindergarten through sixth earned principal's list honors for all A grades last year for both semesters of instruction, and another 104 who earned honor roll honors for all A/B grades for both semesters of instruction. This represents 75% of our students K-6 who received honors for grades last year.

Non-Academic Indicator Trends: In the 2022-2023 school year, the following non-academic indicators were noted based upon review of our 2022-2023 School Report Card and internal Data: Our enrollment was 233 students in grades K-6. Of this population, 97.9% 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, while 0.4% identified as African American. Culturally, the implications of poverty are a permeating reality that our educators see in our students daily, with 87.6% of Whitley County East Elementary School's student population during this time qualifying for free or reduced meals and classified as "economically disadvantaged," students, while 12.4% of our students do not qualify for free or reduced meals.

Approximately 19.7% of our population qualified for services under the McKinney Vento Homeless Assistance Act. We are a Title I school-wide eligible school.

Approximately 44% of our population receives services under an individual education plan, which includes a very significant population of speech language only students. Approximately 7.7% 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 do have a very small migrant or English Language Learners at present time. However, we refuse to permit the circumstances of poverty to 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 quality educational experiences, 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 601 student points of service and 150 parent engagement points of service. This year, we have added a partnership with Partners for Rural Impact to our list of educational partners who are on site in our building and provide services to our students, faculty, and staff.

Our parents and guardians are fairly involved logging 66.5 hours in our Parents As Volunteer Educator Program this past year. 215 students had parents or guardians who met their child's teacher for at least one parent teacher conference last year. Twenty-six parents voted in our spring, 2023 SBDM election. Parents and guardians have spoken favorably on internal surveys about workshops designed to help them navigate the Infinite Campus Portal as well as how to effectively navigate Google Classroom and other educational programs we utilize and leverage.

All our students learn from Effective teachers who continually use data to drive instruction and focus on student-centered learning. Our faculty of twenty has thirteen female and seven male teachers whose average experience years is equal to 6.3 years, with 20% of our teachers having a Bachelor's degree, 80% with a Master's Degree, and 33.3% with a Rank 1 certificate. 10% of our teachers have less than one year experience, while 30% have 1-3 years' of experience. 60% have more than three years' experience. Two of our educators are currently pursuing National Board Certification. There were 153 certified absentee days and 241 classified staff absences for the 2022-2023 school year, according to payroll tracking.

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 students 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 when behavior becomes an issue that interferes with student learning. Infractions are communicated to parents by staff and addressed in a fair and consistent manner. During the 2022-2023 school

year, there were 268 disciplinary infractions and resolutions from classrooms and 87 from buses. Our average daily attendance for this year was 90.4%.

According to the results of the Kentucky Summative Assessment Survey, 87.6% of our students in grades 3-6 rated our school favorably regarding quality of school climate and 81.9% in terms of safety on the survey.

In terms of faculty survey ratings, the 2022 KY Impact survey by Whitley County East Elementary School certified faculty rated our climate as 93% favorable, managing student behavior at 95% favorable, and school leadership at 97% favorable.

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 2020-2023 School Years as documented on the school report cards at <https://www.kyschoolreportcard.com/organization/54327> as well as our internal data and reports, Whitley County East Elementary School has identified specific concerns and priorities for the 2023-2024 school year.

We are focusing on continuing differentiated learning for our students and closing instructional gaps. 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 2023 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 and the quality of school climate. By focusing on novice reduction and growth rate across the board in the key core subjects of math and reading through differentiation and focusing on supporting students socially and emotionally by removing non cognitive barriers and improving our school climate, we can move all our students toward the direction of proficiency and beyond and reduce the impact

of achievement gaps in learning. The following data helped our school decide upon our identified priorities and concerns:

Presently, in 2023 our economically disadvantaged population is 87.6%, 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 and also impacted by our students who receive McKinney Vento Homeless supports as well as those who are in foster care. 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 decline in our first grade IOWA scores, and on increase in students entering Kindergarten needing interventions on the Kindergarten Brigance Readiness Scores in the fall of 2022.

On the Spring, 2023 Kentucky Summative Assessment, our entire population of students in grades 3-6 yielded the following results for Math: All students: Novice performance rate, 8%, Apprentice performance rate, 24%, Proficient performance rate, 37%, Distinguished performance rate, 32%. The combined Proficient/Distinguished rate for math was 68%. Reading data was as follows: All students: Novice performance rate, 3%, Apprentice performance rate, 23%, Proficient performance rate, 31%, Distinguished performance rate, 43%. The combined Proficient/Distinguished rate for reading was 74%.

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 gap for all students and reverse the slightly declining trend in our quality of school climate and safety surveys.

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 and make gains on our quality of school climate and safety. Specifically, we want to continue to reduce novice levels school-wide in reading and math for our 3-6 population from the most recent (2023) 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 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 and make gains on our quality of school climate and safety survey. 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. Furthermore, we will leverage our partnership with our school-based Partner for Rural Impact School Coordinator to identify points of collaboration within the context of our school activities before school, during, and after for our students and families.

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 Blausner 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 STREAM 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 high-quality, rigorous literacy and math instruction and support to help our students systematically 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.**

ATTACHMENTS

Attachment Name



Whitley County East Elementary School Key Elements, 23 24 CSIP

8. 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 District Improvement Plan (CSIP) diagnostic and template.

After careful and deliberate data analysis and disaggregation, for the 2023-2024 school year, Whitley County East Elementary School will focus on the following Key Elements for our teaching and learning environment in our Consolidated School Improvement Plan:

* KCWP 4: Review, Analyze and Apply Data

*KCWP 5: Design, Align and Deliver Support

*KCWP 6: Establishing Learning Culture and Environment

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 implications of our high populations of vulnerable students.

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, 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. We will utilize our partnership with our school based Partners for Rural Impact Coordinator to increase our capacity to help students achieve and further improve the quality of school culture and learning for our students and families.


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 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, 23 24 CSIP	Whitley County East Elementary School Key Elements, 23 24 CSIP	• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p>KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>	No	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>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	No	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, Edulastic, and IXL, Read Works, Worldly Wise 3000 Vocabulary, Learning A-Z, SBDM minutes
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	No	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>KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and</p>	Yes	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

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?		assessments, RTI, AIMSweb, district curriculum coaches, shared team drives and Google Classrooms.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	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, 21 st Century Mustang Clubs, district curriculum coaches, KyCL Grant.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Yes	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, 21 st Century, FRC Youth Services, Bell-Whitley Head Start, In House Preschool, Partners for Rural Impact Initiative, Family Math and Literacy Nights.

“Grit. Moral Compass. Work Ethic. Education. We are East: A proud Whitley County School District Elementary School.”
 2023-2024 CSIP



2023-2024 Phase Two: School Assurances

2023-2024 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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2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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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2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 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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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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

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 template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



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.

The Whitley County East Elementary School 2023-2024 CSIP Goals, Objectives, and Strategies are attached.


At the heart of the plan are these priorities, and goals, objectives, and strategies were added which focus on these actionable items:

1. Focus on Novice Reduction Strategies, grow apprentice performance population.
2. Maintain Proficient and Distinguished Performance population.
3. Reverse slightly declining trend in our Quality of School Climate and Safety Surveys.

As a vehicle of maintaining and growing our achievement, including our gap groups, we focus on these key core work processes:

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE Comprehensive Improvement Plan for Schools, 23 24, Whitley County East Elementary School	Goals, Objectives, Strategies, Measures of Success, Progress Monitoring, Funding for 2023 2024, Whitley County East Elementary School CSIP	.

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
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Focus on Novice Reduction Strategies, grow apprentice performance population.
2. Maintain Proficient and Distinguished Performance population.
3. Reverse slightly declining trend in our Quality of School Climate and Safety Surveys.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	100.9	+8.4
State Assessment Results in science, social studies and writing	106.9	+11
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	82.7	-2.1
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Mathematics and Reading

Goal 1A—Proficiency Goal, Math: Based on student performances on the Spring, 2023 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 68% in 2023 to 74% or greater in 2026.					
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 68% in 2023 to 70% in 2024.	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.	08/23-05/24 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.	08/23-05/24 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, IXL Learning, Study Island Reports,	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 Principal, teacher leaders, teachers, instructional coaches, PD coordinator	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.	08/23-05/24 Principal, Teachers	General Funds, \$500.00
Objective 2: To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 70% in 2024 to 72% in 2025.	2A 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.	08/24-05/25 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.	08/24-05/25 Principal, teachers, instructional coaches, Instructional Support Staff, FRC, SRO, DPP.	No funds required, \$0.
	2B 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,	08/24-05/25 Principal, teacher leaders, instructional coaches, teachers.	Instructional funds, 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.	08/24-05/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding	
		c. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise, KAS aligned curriculum. Lesson Plans.	08/24-05/25 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.	08/24-05/25 Principal, Teachers.	General Funds, \$500.00	
Objective 3: To increase the percentage of proficient/distinguished scoring students in math on the Kentucky Summative Assessment from 72% in 2025 to 74% in 2026.	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.	08/25-05/26 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.	08/25-05/26 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, .	08/24-05/25 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.	08/24-05/25 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.	08/24-05/25 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.	08/24-05/25 Principal, Teachers.	General Funds, \$500.00

Goal 1B—Proficiency Goal, Reading: Based on student performances on the Spring, 2023 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 74% in 2023 to 80% or greater in 2026.					
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 74% in 2023 to 76% in 2024.	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.	08/23-05/24 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.	08/23-05/24 Principal, teacher-leaders, instructional coaches, teachers, PRIFSCS School Coordinator. FRC, DPP, SRO Comp. Care Partners.	No funds required, \$0.
	1B Design, align, and deliver support for quality instruction in math.	a. 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	08/23-05/24 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.	08/23-05/24 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 reading.	Wordly Wise, KAS aligned curriculum., Lesson Plans.	08/23-05/24 Principal, Teachers.	General Funds, \$1,500.00
d. 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.	08/23-05/24 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 76% in 2024 to 78% in 2025.	2A 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.	08/24-05/25 Principal, teachers, instructional coaches. Instructional Support Staff,	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.	08/24-05/25 Principal, teacher-leaders, instructional coaches, teachers, PRIFSCS School Coordinator. FRC, DPP, SRO, Comp. Care Partners	No funds required, \$0.
	2B Design, align, and deliver support for quality instruction in math.	a. 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	08/24-05/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Instructional funds and Title I Funds, \$4,000.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
		supports to ensure academic rigor and scaffolded support.			
		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.	08/24-05/25 Principal, Teachers.	Professional development funds, \$1,500.00
		c. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in reading.	Wordly Wise, KAS aligned KAS aligned curriculum., Lesson Plans.	08/24-05/25 Principal, Teachers.	General Funds, \$1,500.00
		d. 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.	08/24-05/25 Principal, Teachers	General Funds, \$500.00
Objective 3: To increase the percentage of proficient/distinguished scoring students in reading on the Kentucky Summative Assessment from 78% in 2025 to 80% in 2026.	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.	08/25-05/26 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.	08/25-05/26 Principal, teacher-leaders, instructional coaches, teachers, PRIFSCS School Coordinator. FRC, DPP, SRO, Comp. Care Partners	No funds required, \$0.
	3B Design, align, and deliver support for quality instruction in math.	a. 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	08/25-05/26 Principal, teacher leaders, instructional coaches, teachers, PRIFSCS School Coordinator.	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.	08/25-05/26 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 reading.	Wordly Wise KAS aligned KAS aligned curriculum., Lesson Plans.	08/25-05/26 Principal, Teachers.	General Funds, \$1,500.00
		d. 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.	08/25-05/26 Principal, Teachers.	General Funds, \$500.00

2: State Assessment Results in Science, Social Studies and Writing

2A-Science Goal: Based on student performances on the Spring, 2023 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 71% in 2023 to 77% or greater by 2026.					
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 71% in 2023 to 73% in 2024.	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.	08/24-05/25 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.	08/24-05/25 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, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/24-05/25 Principal, teacher leaders, teachers.	\$500.00, general
Objective 2: Increase the percentage of students scoring at the proficient/distinguished level for science from 73% in 2024 to 75% in 2025.	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.	08/24-05/25 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.	08/24-05/25 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, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/24-05/25 Principal, teacher leaders, teachers.	\$500.00, general
Objective 3: Increase the percentage of students scoring at the proficient/distinguished level for science from 75% in 2025 to 77% in 2026.	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.	08/24-05/25 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.	08/24-05/25 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, IXL) content in science.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/24-05/25 Principal, teacher leaders, teachers.	\$500.00, General funds

2B-Social Studies Goal: Based on student performances on the Spring, 2023 Kentucky Summative Assessment for social studies achievement, Whitley County East Elementary School aims to improve the percentage of combined Proficient/Distinguished scoring students in social studies from 79% in 2023 to 85% or greater by 2026.					
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 79% in 2023 to 81% in 2024.	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.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 Principal, teacher leaders, teachers.	\$500.00, general
Objective 2: Increase the percentage of students scoring at the proficient/distinguished level for social studies from 81% in 2024 to 83% in 2025.	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.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 Principal, teacher leaders, teachers.	\$500.00, general funds
Objective 3: Increase the percentage of students scoring at the proficient/distinguished level for social studies from 83% in 2025 to 85% in 2026.	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.	08/25-05/26 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.	08/25-05/26 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.	08/25-05/26 Principal, teacher leaders, teachers.	\$500.00, general funds

2C-Writing: Based on performance on the Spring, 2023 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 83% in 2023 to 87% or greater by 2026.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 83% in 2023 to 85% in 2024.	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.	08/23-05/24 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.	08/23-05/24 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, Typsey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/23-05/24 Principal, teacher leaders, teachers	\$500.00, general
Objective 2: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 85% in 2024 to 87% in 2025.	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.	08/24-05/25 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.	08/24-05/25 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, Typsey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/24-05/25 Principal, teacher leaders, teachers	\$500.00, general funds
Objective 3: To increase the percentage of proficient/distinguished scoring students in Combined On-Demand Writing & Editing and Mechanics from 87% in 2025 to 89% in 2026.	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.	08/25-05/26 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.	08/25-05/26 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, Typsey) content for ELA, virtual word wall, Google Classroom.	Lesson Plans, Teacher-written student feedback, PLC agendas and minutes across the instructional year.	08/25-05/26 Principal, teacher leaders, teachers	\$500.00, general funds

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, 2023 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 68% in 2023 to 74% or greater by 2026.					
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 68% in 2023 to 70% in 2024.	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.	08/23-05/24 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.	08/23-05/24 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21st Century CCLC, STC	No funds required, \$0.
	1B 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 . Title I Family Math Night Sign In Sheets, Handouts.	08/23-05/24 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.	08/23-05/24 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 math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	08/23-05/24 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.	08/23-05/24 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 Brigance Screeners, MAP & STAR Analyze and disaggregate data from Brigance Screeners, MAP & STAR Benchmarks, IOWA Assessments, a. KSA Assessments, Benchmark Tests, to inform and, as necessary adjust instructional practices.	Reports, PLC agendas and minutes.	08/24-05/25 Principal, Teachers, Instructional Coaches, PRIFSCS School Coordinator	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.	08/24-05/25 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP	No funds required, \$0.

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding	
students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 70% in 2024 to 72% in 2025.	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, Title I Family Math Night Sign In Sheets, Handouts.	08/24-05/25 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.	08/24-05/25 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00	
	[Redacted]	e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	08/24-05/25 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.	08/24-05/25 Principal, Teachers.	General Funds, \$500.00	
Objective 3: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in math on the Kentucky Summative Assessment from 72% in 2025 to 74% in 2026.	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.	08/25-05/26 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.	08/25-05/26 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21 st Century CCLC, STC.	No funds required, \$0.	
	3B Design, align, and deliver support for quality instruction 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, Title I Family Math Night Sign In Sheets, Handouts.	08/25-05/26 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.	08/25-05/26 Principal, teacher leaders, teachers, instructional coaches, PD coordinator.	Professional development funds, \$1,500.00	
		[Redacted]	e. Focused, accelerated instruction in tier 2 and 3 vocabulary student development in math.	Wordly Wise KAS aligned KAS aligned curriculum. Lesson Plans.	08/25-05/26 Principal, teacher leaders, 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.	08/25-05/26 Principal, Teachers	General Funds, \$500.00

3B-Achievement Gap Goal, Reading: Based on the Spring, 2023 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 reading from 74% in 2023 to 80% or greater by 2026.

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 74% in 2023 to 76% in 2024.	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.	08/23-05/24 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.	08/23-05/24 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21st Century CCLC, STC	No funds required, \$0.
	1B 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, Title I Family Reading Night Sign In Sheets, Handouts.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 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 76% in 2024 to 78% in 2025.	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.	08/23-05/24 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.	08/23-05/24 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21st Century CCLC, STC	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, Title I Family Reading Night Sign In Sheets, Handouts.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 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.	08/23-05/24 Principal, Teachers.	General Funds, \$500.00

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of proficient/distinguished scoring students in our Economically Disadvantaged Population in reading on the Kentucky Summative Assessment from 78% in 2025 to 80% in 2026.	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.	08/25-05/26 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.	08/25-05/26 Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21st Century CCLC, STC Principal, teachers, instructional coaches. Instructional Support Staff, FRC, SRO, DPP PRIFSCS School Coordinator, Comp Care Building Partners. 21st Century CCLC, STC	No funds required, \$0.
	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. Title I Family Reading Night Sign In Sheets, Handouts.	08/25-05/26 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.	08/25-05/26 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.	08/25-05/26 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.	08/25-05/26 Principal, Teachers	General Funds, \$500.00

4: English Learner Progress

Goal 4 (State your English Learner goal.): Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 1.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2024.	Design, Align, and Deliver Support	A. Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion	ACCESS scores, student performance, student program service plan monitoring	08/23-05/24 Principal, Instructional Coaches, Teachers	PD Funds
		B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative - specifically strategies focused on conversations, oral presentations, and discussions	ACCESS scores, student performance, student program service plan monitoring	08/23-05/24 Principal, Instructional Coaches, Teachers	SESC Deeper Learning
Objective 2 Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2025.	Design, Align, and Deliver Support	A. Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion	ACCESS scores, student performance, student program service plan monitoring	08/24-05/25 Principal, Instructional Coaches, Teachers	PD Funds
		B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative - specifically strategies focused on conversations, oral presentations, and discussions	ACCESS scores, student performance, student program service plan monitoring	08/24-05/25 Principal, Instructional Coaches, Teachers	SESC Deeper Learning
Objective 3 Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2026.	Design, Align, and Deliver Support	A. Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion	ACCESS scores, student performance, student program service plan monitoring	08/25-05/26 Principal, Instructional Coaches, Teachers	PD Funds
		B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative - specifically strategies focused on conversations, oral presentations, and discussions	ACCESS scores, student performance, student program service plan monitoring	08/25-05/26 Principal, Instructional Coaches, Teachers	SESC Deeper Learning

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Based on ratings from the Spring, 2023 Kentucky Summative Assessment Quality of School Climate and Safety as rated by our 3-6 students, Whitley County East Elementary School aims to improve the percentage of student positive ratings from a combined 84.8% in 2023 to 90.8% or greater in 2026.					
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 84.8% in 2023 to 86.8% in 2024.	A. Establishing Culture and Environment.	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$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.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$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.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$500, General Fund
		b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$0
Objective 2: To increase positive survey ratings on the Quality of School Climate and Safety ratings among our students from 86.8% in 2024 to 88.8% in 2025.	A. Establishing Culture and Environment.	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	08/23-05/24 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.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$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.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$500, General Fund
		b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	08/23-05/24 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$0
Objective 3: To increase positive survey ratings on the Quality of School Climate and Safety ratings among our students from 88.8% in 2025 to 90.8% in 2026.	A. Establishing Culture and Environment.	a. Embed SEL activities in Core Subjects, VPA, Integrated Health & PE	Lesson Plans, Surveys, PLC agendas and minutes.	08/24-05/25 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$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.	08/24-05/25 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$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.	08/24-05/25 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$500, General Fund
		b. Cultivate positive, professional relationships in the context of student learning.	Surveys, PLC agendas and minutes.	08/24-05/25 Teachers, Principal, FRC, PRIFSCS School Coordinator, 21st Century CCLC, STC	\$0

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					

Addendum for Schools Identified for Targeted or Comprehensive Support

n/a

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans, and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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:</p>
<p>Identification of Critical Resources Inequities:</p> <p>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:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p> <p>Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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.

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