



# **KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

McCreary County

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **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 City Elementary School is located north of Whitley City in McCreary County Ky. It is bordered by the Daniel Boone National Forest. Whitley City Elementary School is located in a high poverty/high unemployment area of Kentucky. Whitley City Elementary's current enrollment is over 650 students. The student population consists of 99.33% white and .77% of Hispanic Origin. The school provides many extra curricular opportunities for students (Honors Choir, Academic Teams, Boys and Girls Basketball, Football, Wrestling, Pride Club, and Unite Club). All staff at Whitley City Elementary are Highly Qualified.

## **School's Purpose**

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

We the staff of Whitley City Elementary School believe that all children can learn at their own rate through successful learning experiences. The Staff of Whitley City Elementary will work together to provide a safe, healthy, stimulating environment that is conducive to learning. Our students will work together to fulfill their potential.

## **Notable Achievements and Areas of Improvement**

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

Whitley City Elementary has made gains in Math and Writing over the last 3 years. Science and Social Studies continue to be strong areas for the school. Whitley City Elementary has scored consistently well over the past few years. The staff and school are striving to make improvements with Reading, By focusing on flexible groupings and Through our Response to Intervention Program.

## **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 School Improvement/Needs Assessment Committee analyzed and prioritized the Key findings as determined by the needs assessment data. The committee identified causes and contributing factors and developed priority needs, goals, and objectives.

All SBDM Standing Committees reviewed the priority needs, goals, and objectives. The SBDM Committees, through collaboration, submitted activities/strategies and expected impacts of implementation.

The Comprehensive School Improvement Planning/Needs Assessment Committee analyzed all SBDM Standing Committees recommended activities/strategies and expected impact statements. The committee selected those strategies/activities and expected impact statements that best supported the priority needs, goals, and objectives and established the desired instructional changes necessary to increase KPREP scores at Whitley City Elementary School.

# **Whitley City Elementary CSIP 2015-2016**

## **Overview**

### **Plan Name**

Whitley City Elementary CSIP 2015-2016

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Whitley City Elementary will become involved in reducing bullying behaviors as evidenced by results in the TELL Survey.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
2	Whitley City Elementary will increase the student attendance rate.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1200
3	Increase the Gap goal in Reading from 38 to 69 for the 2017 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000
4	There will be a decrease of novice students in the area of math by 10%.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3500
5	To increase the overall proficient/distinguished gap target in the area of Writing from 42 to 67 by 2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000

## Goal 1: Students at Whitley City Elementary will become involved in reducing bullying behaviors as evidenced by results in the TELL Survey.

**Measurable Objective 1:**

collaborate to Reduce the number of disciplines that involve bullying. by 05/31/2015 as measured by A decrease of discipline reports indicating bullying behaviors..

**Strategy 1:**

Bully Free School - Staff will collaborate with our FRC to develop a program for students to be taught about bullying.

Category:

Research Cited: sisi

Activity - Collaboration with guest speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRC will help to coordinate with teachers to bring in persons and resources that can help to decrease the amount of incidents of bullying.	Behavioral Support Program	11/15/2013	05/31/2015	\$1000	School Council Funds	School Administration, Teachers, and FRC.

## Goal 2: Whitley City Elementary will increase the student attendance rate.

**Measurable Objective 1:**

collaborate to increase our attendance rate of students. by 05/31/2015 as measured by reviewing monthly attendance targets for the school as compared to previous years..

**Strategy 1:**

Attendance incentives - Attendance Committee will create and implement attendance plans to motivate and reward students for good attendance.

Category:

Activity - Attendance Committee Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Committee will meet and create and implement attendance plans to motivate and reward students for good attendance.	Other	11/08/2013	05/31/2015	\$1200	School Council Funds	Principal Assistant Principal, Certified Staff, FRC, Counselor

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Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified of students that have 3 or more unexcused absences.	Behavioral Support Program	08/01/2014	06/30/2015	\$0	No Funding Required	Regular Ed., Administration

**Goal 3: Increase the Gap goal in Reading from 38 to 69 for the 2017 school year.****Measurable Objective 1:**

A 6% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading in Reading by 06/30/2015 as measured by KPREP.

**Strategy 1:**

Flex Grouping - Students will be group based on KPREP and Map data for Reading and Math.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Flexible Groupings will be taught with a research based RTI program in Reading and Math.	Academic Support Program	08/01/2014	06/30/2015	\$10000	Title I Schoolwide	Title 1, Special needs and Regular Ed. staff

**Goal 4: There will be a decrease of novice students in the area of math by 10%.****Measurable Objective 1:**

10% of All Students will increase student growth by 5 points in Mathematics by 06/30/2016 as measured by KPREP, Maps, and other assessments.

**Strategy 1:**

Math Alignment - Teachers will work to align math assessments to identify skill needs by using MAPS and other assessments to show that we have identified the needs of each student.

Category: Continuous Improvement

Research Cited: Best practice

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Aligning assessments to address students skill needs	Academic Support Program	08/01/2015	06/30/2016	\$1500	Title I Schoolwide	Principal, Teachers, Etc.
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**Strategy 2:**

Name and Claim - Teachers and administrators will identify in PLC's specific students using KPREP Data and other assessments to move students from the novice category to apprentice and apprentice to proficient by creating strategies and interventions developed in PLC's.

Category: Continuous Improvement

Research Cited: Best Practice, Professional Learning and RTI.

Activity - Plan for Identification of Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how to use data to identify students to receive intervention.	Academic Support Program, Professional Learning	11/02/2015	12/18/2015	\$0	No Funding Required	Principal, Teachers, Etc.

**Strategy 3:**

Higher level questioning - Teachers will increase their knowledge and use of higher level questioning in reading and math by taking part in PD and follow up with teachers.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Higher Level Questioning techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize peer mentoring and professional development to gain a better understanding of developing higher level questioning techniques.	Academic Support Program	10/29/2015	06/30/2016	\$2000	General Fund	Principal, Teachers, Etc.

## Goal 5: To increase the overall proficient/distinguished gap target in the area of Writing from 42 to 67 by 2017

**Measurable Objective 1:**

A 10% increase of All Students will increase student growth in the area of writing in English Language Arts by 06/30/2016 as measured by KPREP and other assessments.

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## Strategy 1:

Writing PD - All teachers will increase their knowledge of writing strategies for students with and without disabilities.

Category: Professional Learning & Support

Research Cited: Best Practice, RTI

Activity - Teacher training on writing strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will take part in external or imbedded professional development with writing strategies with follow up in PLC's	Academic Support Program	10/29/2015	06/30/2016	\$2000	General Fund	Principal, Teachers, Etc.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training on writing strategies	All teachers will take part in external or imbedded professional development with writing strategies with follow up in PLC's	Academic Support Program	10/29/2015	06/30/2016	\$2000	Principal, Teachers, Etc.
Higher Level Questioning techniques	Teachers will utilize peer mentoring and professional development to gain a better understanding of developing higher level questioning techniques.	Academic Support Program	10/29/2015	06/30/2016	\$2000	Principal, Teachers, Etc.
<b>Total</b>					\$4000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan for Identification of Students	Staff will be trained on how to use data to identify students to receive intervention.	Academic Support Program, Professional Learning	11/02/2015	12/18/2015	\$0	Principal, Teachers, Etc.
Parent Communication	Parents will be notified of students that have 3 or more unexcused absences.	Behavioral Support Program	08/01/2014	06/30/2015	\$0	Regular Ed., Administration
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	Students in Flexible Groupings will be taught with a research based RTI program in Reading and Math.	Academic Support Program	08/01/2014	06/30/2015	\$10000	Title 1, Special needs and Regular Ed. staff
Assessment Alignment	Aligning assessments to address students skill needs	Academic Support Program	08/01/2015	06/30/2016	\$1500	Principal, Teachers, Etc.
<b>Total</b>					\$11500	

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**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Committee Planning	Attendance Committee will meet and create and implement attendance plans to motivate and reward students for good attendance.	Other	11/08/2013	05/31/2015	\$1200	Principal Assistant Principal, Certified Staff, FRC, Counselor
Collaboration with guest speakers	FRC will help to coordinate with teachers to bring in persons and resources that can help to decrease the amount of incidents of bullying.	Behavioral Support Program	11/15/2013	05/31/2015	\$1000	School Administration , Teachers, and FRC.
<b>Total</b>					<b>\$2200</b>	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Our data showed our ranking among other elementary schools in the state and within our district. We scored 314 out of 730 elementary schools which ranked us at needs improvement progressing school. Our data tells us we need to build proficiency in reading and math.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

We were very pleased to score as a needs improvement progressing school. These scores gave us an overall score of 60.5 ranking us at 61st percentile of Kentucky elementary schools. To maintain and increase the level of achievement, sufficient instructional time is given to teachers in order to meet the needs of all students.

## **Opportunities for Improvement**

**What were areas in need of improvement? What plans are you making to improve the areas of need?**

Our focus is directed toward increasing proficiency in reading and math while closing the achievement gap and promoting student and teacher growth. Our plans to improve these areas are directly tied to our CSIP and will be closely monitored throughout the school year.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

We strongly believe that our current school-wide goals will promote student and teacher growth which will lead to higher achievement and proficiency for all. Careful attention and close monitoring of our CSIP will ensure we meet the goals set forth in our plan.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Whitley City Elementary will increase the student attendance rate.

**Measurable Objective 1:**

collaborate to increase our attendance rate of students. by 05/31/2015 as measured by reviewing monthly attendance targets for the school as compared to previous years..

**Strategy1:**

Attendance incentives - Attendance Committee will create and implement attendance plans to motivate and reward students for good attendance.

Category:

Research Cited:

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of students that have 3 or more unexcused absences.	Behavioral Support Program	08/01/2014	06/30/2015	\$0 - No Funding Required	Regular Ed., Administration

Activity - Attendance Committee Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance Committee will meet and create and implement attendance plans to motivate and reward students for good attendance.	Other	11/08/2013	05/31/2015	\$1200 - School Council Funds	Principal Assistant Principal, Certified Staff, FRC, Counselor

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

**Goal 1:**

Increase the Gap goal in Reading from 38 to 69 for the 2017 school year.

**Measurable Objective 1:**

A 6% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading in Reading by 06/30/2015 as

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measured by KPREP.

## Strategy1:

Flex Grouping - Students will be group based on KPREP and Map data for Reading and Math.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Flexible Groupings will be taught with a research based RTI program in Reading and Math.	Academic Support Program	08/01/2014	06/30/2015	\$10000 - Title I Schoolwide	Title 1, Special needs and Regular Ed. staff

## Goal 2:

Increase the the Gap Goal of proficient distinguished students in the area of Math from 30 to 64 BY 2017.

## Measurable Objective 1:

A 7% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency In Math in Mathematics by 06/30/2015 as measured by KPREP.

## Strategy1:

Flexible Groupings - Students will be placed in flexible groupings in grades 3-6 in the Area of math. KPREP and Maps data will be used.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on disaggregating test data.	Professional Learning	08/01/2014	06/30/2015	\$1000 - School Council Funds	Title 1, Special Needs, Reagular Ed., Administration.

Activity - Flexible Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible Groupings of students in the area of Math in grades 3-6 according to KPREP and Map data.	Academic Support Program	08/01/2014	06/30/2015	\$0 - No Funding Required	Title 1, Special Needs, Regular Ed., Principal and Counselor

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the Gap Goal area will be reinforced in math using one of the adopted RTI programs.	Academic Support Program	08/01/2014	06/30/2015	\$10000 - Title I Part A	Title 1, Special Needs, Regular Ed.

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## Goal 3:

There will be a decrease of novice students in the area of math by 10%.

### Measurable Objective 1:

10% of All Students will increase student growth by 5 points in Mathematics by 06/30/2016 as measured by KPREP, Maps, and other assessments.

### Strategy1:

Name and Claim - Teachers and administrators will identify in PLC's specific students using KPREP Data and other assessments to move students from the novice category to apprentice and apprentice to proficient by creating strategies and interventions developed in PLC's.

Category: Continuous Improvement

Research Cited: Best Practice, Professional Learning and RTI.

Activity - Plan for Identification of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on how to use data to identify students to receive intervention.	Academic Support Program Professional Learning	11/02/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers, Etc.

### Strategy2:

Math Alignment - Teachers will work to align math assessments to identify skill needs by using MAPS and other assessments to show that we have identified the needs of each student.

Category: Continuous Improvement

Research Cited: Best practice

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aligning assessments to address students skill needs	Academic Support Program	08/01/2015	06/30/2016	\$1500 - Title I Schoolwide	Principal, Teachers, Etc.

### Strategy3:

Higher level questioning - Teachers will increase their knowledge and use of higher level questioning in reading and math by taking part in PD and follow up with teachers.

Category: Continuous Improvement

Research Cited: Best Practice

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Activity - Higher Level Questioning techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize peer mentoring and professional development to gain a better understanding of developing higher level questioning techniques.	Academic Support Program	10/29/2015	06/30/2016	\$2000 - General Fund	Principal, Teachers, Etc.

## Goal 4:

To increase the overall proficient/distinguished gap target in the area of Writing from 42 to 67 by 2017

## Measurable Objective 1:

A 10% increase of All Students will increase student growth in the area of writing in English Language Arts by 06/30/2016 as measured by KPREP and other assessments.

## Strategy1:

Writing PD - All teachers will increase their knowledge of writing strategies for students with and without disabilities.

Category: Professional Learning & Support

Research Cited: Best Practice, RTI

Activity - Teacher training on writing strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will take part in external or imbedded professional development with writing strategies with follow up in PLC's	Academic Support Program	10/29/2015	06/30/2016	\$2000 - General Fund	Principal, Teachers, Etc.

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for Whitley City Elementary from 34.8 to 66 in 2017

## Measurable Objective 1:

65% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency to increase the overall Reading and in Mathematics by 05/31/2015 as measured by K-PREP Assessment.

## Strategy1:

Progress Monitoring - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored below the 35th percentile.

Category:

Research Cited: Kentucky's System of Student Intervention

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Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened with the Brigance assessment at the beginning of the school year.	Direct Instruction	11/05/2013	05/31/2015	\$1250 - School Council Funds	All Kindergarten teachers, Principal, Counselor, Staff

Activity - Brigance Screening Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are screened with the Brigance Assessment will be identified in need of RTI based on results.	Other	11/08/2013	05/31/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal, Counselor, Staff

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

### Goal 1:

Increase the averaged combined reading and math K-Prep scores for Whitley City Elementary from 34.8 to 66 in 2017

### Measurable Objective 1:

65% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency to increase the overall Reading and in Mathematics by 05/31/2015 as measured by K-PREP Assessment.

### Strategy1:

Progress Monitoring - Teachers will be required to implement the district mandated RTI system in order to address the needs of those students who scored below the 35th percentile.

Category:

Research Cited: Kentucky's System of Student Intervention

Activity - Brigance Screening Results	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are screened with the Brigance Assessment will be identified in need of RTI based on results.	Other	11/08/2013	05/31/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal, Counselor, Staff

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened with the Brigance assessment at the beginning of the school year.	Direct Instruction	11/05/2013	05/31/2015	\$1250 - School Council Funds	All Kindergarten teachers, Principal, Counselor, Staff

### Goal 2:

To increase the overall proficient/distinguished gap target in the area of Writing from 36 to 67 by 2017

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## Measurable Objective 1:

A 29% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in Writing in English Language Arts by 05/30/2014 as measured by K-PREP.

### Strategy1:

Gap Reduction - The school will implement instructional strategies and practices that focus on reducing the gap in Language Arts between those students with special needs and those without.

Category:

Research Cited: K-PREP Assessment Data

Activity - RTI Collaboration/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the weekly progress of RTI students during common planning meetings to determine student progress by analyzing progress monitoring documents in order to allow for the placement and movement of individual students through the tiered system of RTI.	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff, Classroom Teachers, & Support Staff

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

### Goal 1:

There will be a decrease of novice students in the area of math by 10%.

## Measurable Objective 1:

10% of All Students will increase student growth by 5 points in Mathematics by 06/30/2016 as measured by KPREP, Maps, and other assessments.

### Strategy1:

Higher level questioning - Teachers will increase their knowledge and use of higher level questioning in reading and math by taking part in PD and follow up with teachers.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Higher Level Questioning techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize peer mentoring and professional development to gain a better understanding of developing higher level questioning techniques.	Academic Support Program	10/29/2015	06/30/2016	\$2000 - General Fund	Principal, Teachers, Etc.

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## Strategy2:

Math Alignment - Teachers will work to align math assessments to identify skill needs by using MAPS and other assessments to show that we have identified the needs of each student.

Category: Continuous Improvement

Research Cited: Best practice

Activity - Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Aligning assessments to address students skill needs	Academic Support Program	08/01/2015	06/30/2016	\$1500 - Title I Schoolwide	Principal, Teachers, Etc.

## Strategy3:

Name and Claim - Teachers and administrators will identify in PLC's specific students using KPREP Data and other assessments to move students from the novice category to apprentice and apprentice to proficient by creating strategies and interventions developed in PLC's.

Category: Continuous Improvement

Research Cited: Best Practice, Professional Learning and RTI.

Activity - Plan for Identification of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on how to use data to identify students to receive intervention.	Professional Learning Academic Support Program	11/02/2015	12/18/2015	\$0 - No Funding Required	Principal, Teachers, Etc.

## Goal 2:

To increase the overall proficient/distinguished gap target in the area of Writing from 42 to 67 by 2017

### Measurable Objective 1:

A 10% increase of All Students will increase student growth in the area of writing in English Language Arts by 06/30/2016 as measured by KPREP and other assessments.

### Strategy1:

Writing PD - All teachers will increase their knowledge of writing strategies for students with and without disabilities.

Category: Professional Learning & Support

Research Cited: Best Practice, RTI

Activity - Teacher training on writing strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will take part in external or imbedded professional development with writing strategies with follow up in PLC's	Academic Support Program	10/29/2015	06/30/2016	\$2000 - General Fund	Principal, Teachers, Etc.

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The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

To increase the overall proficient/distinguished gap target in the area of Social Studies from 58 to 86 by 2017

## Measurable Objective 1:

A 8% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in Social Studies by 05/30/2014 as measured by K-PREP.

## Strategy1:

Curriculum Alignment - Curriculum Maps will be developed/completed each nine weeks to ensure that research based instructional strategies & materials, Kentucky Core Content/Academic Standards, Program of Studies, College Readiness, & Learning Targets are aligned to the Common Core State Standards.

Category:

Research Cited: Kentucky Core Content

Activity - Reading and Writing across the curriculum in Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in Reading and Writing activities involving and integrating Social Studies.	Direct Instruction	02/04/2013	05/30/2014	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Assessment Terminology Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop and initiate KPREP like questions (Extended Response, Short Answer, Multiple Choice)	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Extended Response Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Extended Responses and teachers will model appropriate writing for students to reconstruct answers to target proficiency.	Academic Support Program	02/04/2013	05/30/2014	\$1000 - Title I Schoolwide	School Administrative Staff & Classroom Teachers

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend common planning meetings weekly to continue development of effective lesson planning, discussion groups, practice by doing, assessment strategies, and documentation of KCAS content taught.	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

**KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

Activity - Exemplary Book List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research and direct students to read literature pertaining to Social Studies from the Exemplary Book Listing.	Academic Support Program	11/08/2013	05/31/2015	\$2000 - School Council Funds \$2000 - Title I Schoolwide	School Administrators, Teachers and Staff

**Strategy2:**

Utilize Maps, Charts & Graphs - Teachers will incorporate the use of maps, charts, & graphs in their daily/weekly instruction.

Category:

Research Cited: Kentucky Common Core Standards & K-PREP Scores

Activity - Problem Solving Concepts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught to use various instructions strategies, concepts, and attributes to support learning in the Social Studies Content.	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

**Strategy3:**

Enrichment/Parent Involvement - Students are offered the opportunity to participate in after-school clubs that foster not only academic success but also parent involvement.

Category:

Research Cited:

Activity - Social Studies Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will offer an after-school enrichment program in Social Studies that requires parent involvement for student participation. The students will participate in a variety of hands-on experiences that promote the understanding of the Social Studies curriculum as well as get to participate in several scheduled field trips that are aligned with the core content.	Academic Support Program	11/08/2013	05/31/2015	\$1000 - Title I Schoolwide	School Administrators, Teachers, and Staff

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

# KDE Comprehensive School Improvement Plan

Whitley City Elementary School

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## Goal 1:

To increase the overall proficient/distinguished gap target in the area of Writing from 42 to 67 by 2017

## Measurable Objective 1:

A 10% increase of All Students will increase student growth in the area of writing in English Language Arts by 06/30/2016 as measured by KPREP and other assessments.

## Strategy1:

Writing PD - All teachers will increase their knowledge of writing strategies for students with and without disabilities.

Category: Professional Learning & Support

Research Cited: Best Practice, RTI

Activity - Teacher training on writing strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will take part in external or imbedded professional development with writing strategies with follow up in PLC's	Academic Support Program	10/29/2015	06/30/2016	\$2000 - General Fund	Principal, Teachers, Etc.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Staff reviewed test data in a data retreat with the sesc coop.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Staff were trained with language arts strategies and writing training.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Preschool has not had a transition process in the past.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Students are targeted to receive extra assistance.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Highly qualified applicants are screened by district and sent to schools for review.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Funds are allocated and audited for allowable expenditures.	

# KDE Comprehensive School Improvement Plan

Whitley City Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Open houses and parent conferences are scheduled for involvement.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A	Not familiar with this concept	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	PD was scheduled to target deficits in student learning.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	This plan is reviewed quarterly for progress.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Needs are assessed.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Strategies are develop in the improvement plan.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Gap students are targeted for extra assistance.	

**KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Title 1 activities are coordinated to coincide with activities at the school.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Strategies are developed.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Professionals are assigned to target students	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Title 1 funds are spent appropriately.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	parent involvement is encouraged through open houses and parent conferences.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Not applicable	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PD is designed and implemented for all staff.	

**KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	CSIP is reviewed and evaluated.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	CSIP is posted on the schools website.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	In the case of this happening a letter is sent home.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	PD is designed to aid staff to increase test scores.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Central office completes the ranking report.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Para educators work under a teacher or administrator.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Para educators target low performing students.	

**KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	Para educators have schedules to follow.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	This is only a limited case.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Classroom size reduction teachers are utilized to lower numbers.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Title 2 funds are used.	

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

SBDM members

## Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

**Communications**

Overall Rating: 2.86

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff uses informal conversations and/or a parent teacher conference to listen to parents or inform parents of students learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

# KDE Comprehensive School Improvement Plan

Whitley City Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Whitley City Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 2.83

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

## Learning Opportunities

Overall Rating: 2.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

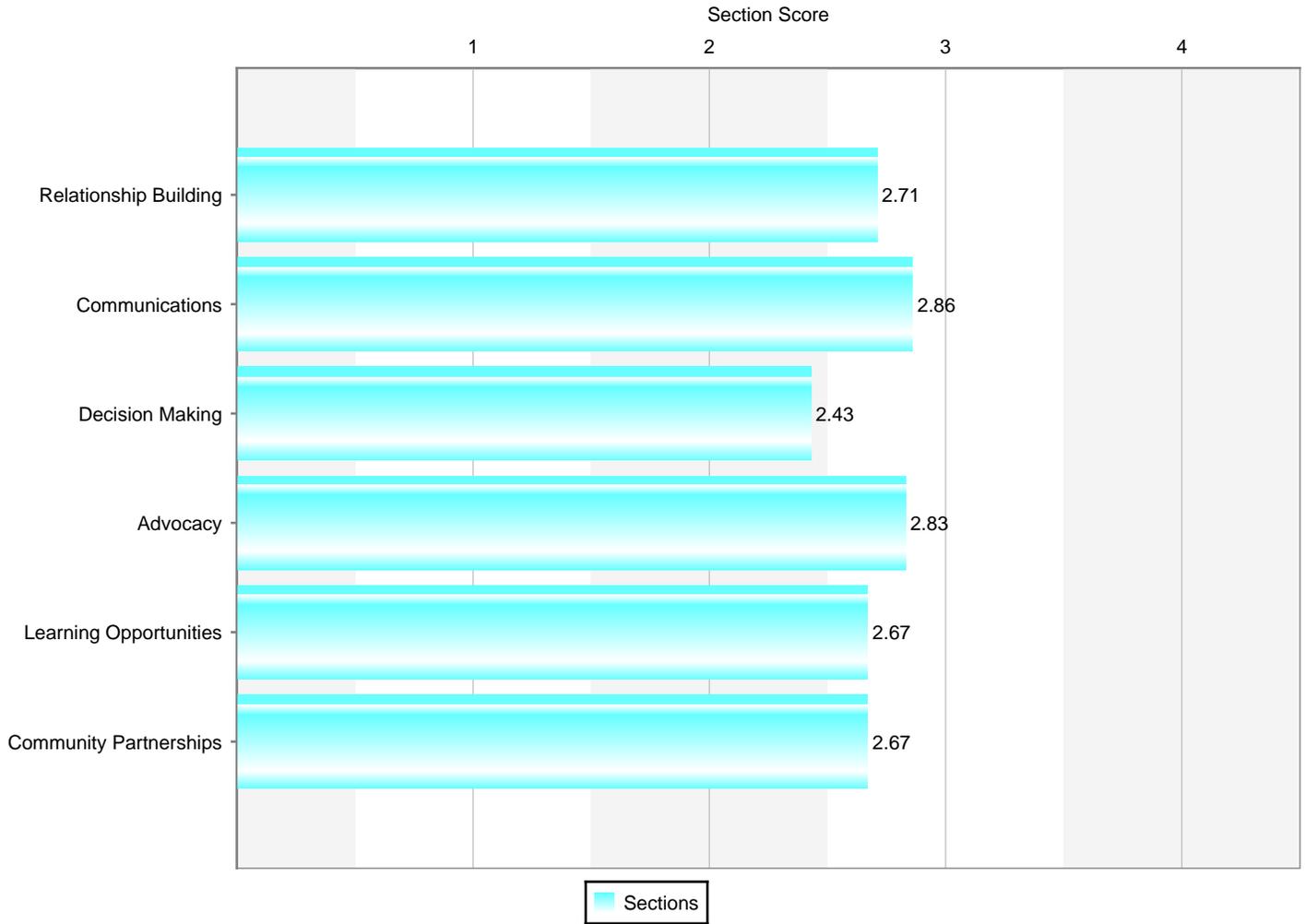
## Reflection

**Reflect upon your responses to each of the Missing Piece objectives.**

Many of the missing piece objectives are affected by low socio economic students.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Whitley City Elementary Improvement plan is developed through the help of SBDM sub committees and SBDM council. Staff select or are appointed to serve on these subcommittees. The subcommittee meets to review CSIP planning.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Parents, Certified staff and Classified staff all are represented in the process with a chairperson organizing the meetings.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Reviewed in SBDM meeting with the council and shared with school staff through faculty and team meetings.

# School Safety Report

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

**School Safety Requirements**

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Whitley City Elementary has a revised plan	WCE Emergency Plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 28, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?			

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?			

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?			

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?			

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?			

**KDE Comprehensive School Improvement Plan**

Whitley City Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?			

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Have practices been developed for students to follow during an earthquake?			

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?			

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)			

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?			

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	KPREP data has been reviewed for areas of concerns.	

**What are the barriers identified?**

Attendance, Low economics

**What sources of data were used to determine the barriers?**

Title 1 surveys and Infinite campus reports.

**What are the root causes of those identified barriers?**

Possibly low economic area.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

Teachers are developing in their effectiveness.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Students are ability grouped by test data.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Student Data is reviewed and students are ranked to assign students to teachers.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Student Data is reviewed to make decisions about teacher and student placement.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Highly qualified teachers are reviewed and hired.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

No incentives.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

KTIP and peer mentoring are used.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Needs are based on growth plan data.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL data is reviewed to identify issues.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goals and needs are identified