



Comprehensive School Improvement Plan

Whitley City Elementary School
McCreary County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	The mission of Whitley City Elementary is to teach for learning by all students, in an environment that nurtures that process and assures equity in quality for all.	WCE School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Reading and Math:

Need to reduce the number of students scoring Novice and Apprentice. Increase the number of Proficient and Distinguished. Reduce the number of IEP students scoring Novice.

Plans for Improvement:

Intentional planning for RTI to meet student needs

Targeting students in order to eliminate Novice scores

Targeting students in order to move Apprentice to Proficient

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

-Students not leaving the previous grades on grade level

-Core instruction not being at a high enough rigor to reach all students

-RTI no being differentiated enough to reach all students

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		2016-2017

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Proficiency Goal: Increase the percentage of students scoring proficient/distinguished.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by 10% in Reading by 06/01/2017 as measured by the KPREP assessment.

Strategy1:

Learning Continuum Grouping - We will utilize the MAPS Learning Continuum data to identify current learning levels in order to meet the needs of the learners.

Category: Continuous Improvement

Research Cited: NWEA MAPS

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Next Generation Science Standards (if included) used under license. NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

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Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it.

2013 District of Columbia K-12 Science Standards (if included) adopting the Next Generation Science Standards 2013.

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Activity - MAPS Dissaggregation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive training on the various uses of MAPS reports identifying data to help target the needs of all learners.	Professional Learning	11/01/2016	06/30/2017	\$1000 - Title I Part A	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

Phase I - 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

Administrators

Staff

Relationship Building

Overall Rating: 3.14

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	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: 3.0

	Statement or Question	Response	Rating
3.1	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

	Statement or Question	Response	Rating
3.2	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 offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	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

	Statement or Question	Response	Rating
3.4	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

	Statement or Question	Response	Rating
3.5	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

	Statement or Question	Response	Rating
3.6	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

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	Statement or Question	Response	Rating
3.7	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: 2.71

	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	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: 3.0

	Statement or Question	Response	Rating
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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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: 2.83

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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

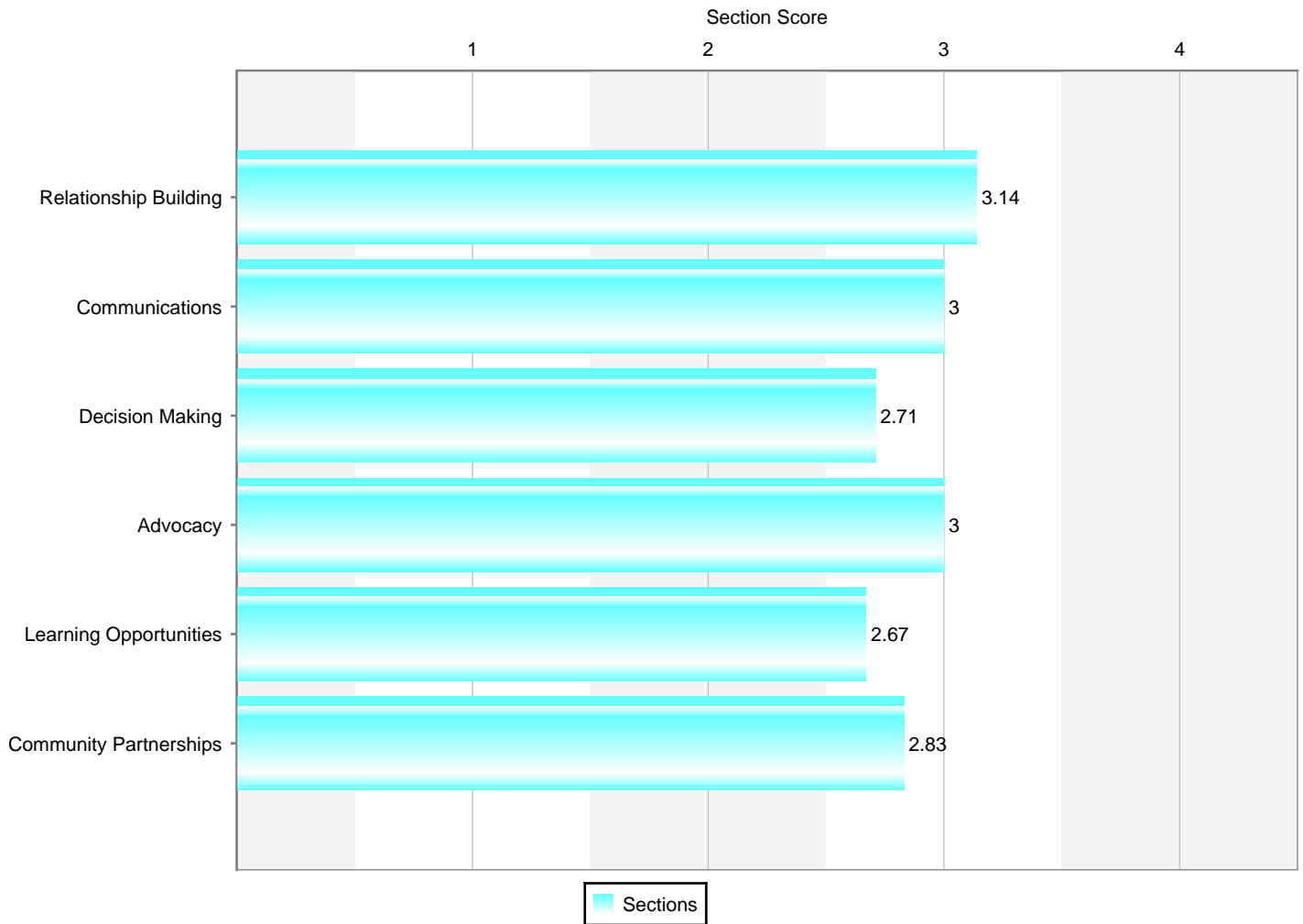
Reflect upon your responses to each of the Missing Piece objectives.

Whitley City Elementary areas of strength is the Relationship Building. As a staff, we understand what an important role the relationship between teachers and parents are for a successful school. Teachers are in constant communication with parents and students on a regular basis. Parents have access to teachers and staff through our Infinite Campus "Parent Portal" system to view grades, attendance, upcoming announcements and the ability to email their child's teachers through the system.

Learning Opportunities is our identified area of need. Providing parents and/or council the opportunities to visit classroom and see proficient work will be a focus.

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 subcommittees and SBDM council. Staff select or are appointed to serve on these subcommittees. All stakeholders were engaged in the development of the CSIP plan. Teachers and staff discussed the CSIP plan during faculty meetings and PLC's.

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

Members were first given the opportunity to read the previous CSIP and review current data from the needs assessment. They were also given draft form of the District Improvement Plan. Principal attended training session on the development of the new CSIP goal (Novice Reduction) and provided training to stakeholders at CSIP development meeting and faculty meeting. Committee made changes and helped develop new activities to include in the current CSIP. Rough draft was established and revisions were edited and given to administration. Administration created changes and presented at the SBDM meeting.

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

After SBDM reviews and approves the CSIP, work will begin to create an understanding and timeline of the plan for the remainder of this school year and next school year. PLCs will include conversations about the new plan. The CSIP will be shared with school staff through faculty and team meetings.

Phase I - 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?

The main question is, "Why was there a decrease in scores from the 2014-2015 school year to the 2015-2016 year?" Our data tells us we need to build proficiency in reading and math and reduce novice in those same areas. Third grade is an area of need according to 2015-2016 test data. The data does not give specific skills in areas of weakness that would allow us to turn our focus to those issues.

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?

Specific areas of strength was On-Demand Writing, Lang. Mechanics and Social Studies.

To maintain and increase the level of achievement, sufficient instructional time is given to teachers in order to meet the needs of all students.

Teachers sharing with other teachers strategies that work are beneficial in maintaining and achieving success.

Opportunities for Improvement

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

Reading and Math across the grades can always use improvement. Third grade will be a target for our school. Improvements here will positively impact the upper grades allowing for greater success.

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. The purchase and implementation of Journeys Reading and Go Math school wide will help guide the improvements this school year. Leixa and Think Central are being utilized to provide extra resources for our RTI program.

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

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	To increase the overall proficient/distinguished gap target in the area on Science from 69.3 to 89 by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	To increase the overall proficient/distinguished gap target in the area of Social Studies from 58 to 86 by 2017	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$1000
3	To increase the overall proficient/distinguished gap target in the area of Writing from 36 to 67 by 2017	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$3360
4	Proficiency Goal: Increase the percentage of students scoring proficient/distinguished.	Objectives: 4 Strategies: 3 Activities: 4	Academic	\$41500
5	Gap Goal: Decrease the number of students in the disability group who score novice.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$500
6	Novice Reduction Goal: Reduce novice in all grade levels in Reading and Math.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$41000
7	Attendance Goal: Increase average yearly attendance in grades K-6.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$1600

Goal 1: To increase the overall proficient/distinguished gap target in the area on Science from 69.3 to 89 by 2017.

Measurable Objective 1:

A 10% increase of Fourth grade students will demonstrate a proficiency increase in Science by 06/30/2017 as measured by K-PREP/NRT.

Strategy 1:

Focus on Instruction in Physical Science - Teachers will focus on instruction in the area of physical science and include activities that allow students to incorporate higher order thinking skills in the application of content knowledge.

Category:

Research Cited: Next Generation Science Standards & Common Core Standards

Activity - Problem Solving Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach strategies to aid students in the area of Physical Science. (AIMS activities, projects, Vocabulary Notebooks, Unit Word Walls etc.)	Academic Support Program	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrator s, Teachers and Staff
Activity - 30-60-90 day plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop 30-60-90 day plans for student achievement.	Academic Support Program	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrator s, Teachers and Staff
Activity - Reading and Writing across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in reading and writing activities that involve Science in the content areas of Reading and Writing.	Direct Instruction	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrator s, Teachers, and Staff

Goal 2: To increase the overall proficient/distinguished gap target in the area of Social Studies from 58 to 86 by 2017

Measurable Objective 1:

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A 8% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in Social Studies by 06/30/2017 as measured by K-PREP.

Strategy 1:

Curriculum Alignment - Curriculum Maps will be developed/completed each nine weeks to endure 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 - Extended Response Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Extended Responses and teachers will model appropriate writing for students to reconstruct answers to target proficiency.	Academic Support Program	10/26/2016	06/30/2017	\$1000	Title I Schoolwide	School Administrative Staff & Classroom Teachers
Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers
Activity - Reading and Writing across the curriculum in Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in Reading and Writing activities involving and integrating Social Studies.	Direct Instruction	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrator s, Teachers, and Staff

Goal 3: To increase the overall proficient/distinguished gap target in the area of Writing from 36 to 67 by 2017

Measurable Objective 1:

A 20% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase in Writing in English Language Arts by 06/30/2017 as measured by K-PREP.

Strategy 1:

Curriculum Alignment - Curriculum maps/Lesson plans will be revised each nine weeks to ensure that student mastery is being attained. Kentucky Core Academic Standards, Program of Studies, College Readiness/Learning Targets aligned to Current KCAS Standards

SY 2016-2017

Comprehensive School Improvement Plan

Whitley City Elementary School

Category:

Research Cited: KCAS

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise 9 week lesson plans and curriculum documents to ensure proper fidelity for student mastery.	Direct Instruction	10/26/2016	06/30/2017	\$0	No Funding Required	Administrative Staff & Classroom Teachers

Activity - Integration of KCAS curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning to ensure the incorporation of new KCAS curriculum.	Direct Instruction	10/26/2016	06/30/2017	\$0	No Funding Required	Administrative Staff & Classroom Teachers

Strategy 2:

Teacher Collaboration - Third Grade through Sixth Grade will collaborate to work on curriculum alignment between the grade levels to help alleviate gaps in student knowledge as they advance to the next level.

Category: Continuous Improvement

Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in vertical planning/collaboration each 9 weeks.	Professional Learning	10/26/2016	06/30/2017	\$3360	Title I Schoolwide, School Council Funds	Teachers, Staff, and Administrators

Strategy 3:

Program Review Implementation - Whitley City Elementary School will implement the Program Review Component across the curriculum to ensure students are exposed to a rigorous and aligned curriculum.

Category: Continuous Improvement

Research Cited: Program Review Criteria

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect activities that incorporate the Program Review components in Arts & Humanities, Practical Living/Career Studies, and Writing in their curriculum maps, nine week plans, and weekly lesson plans (as appropriate).	Academic Support Program	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers

Comprehensive School Improvement Plan

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Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers in all core content areas will be asked to turn in one to two program review activities each nine weeks. They will include all relevant supporting documents to ensure they are meeting Program Review components such as nine week plans, lesson plans, rubrics, pictures, videos, student reflections, peer reviews, etc.	Academic Support Program	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers
Activity - School-Wide Activities & Events (Career Day)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will conduct annual career studies which will culminate in a career day that involves student dress up, career books/posters, and guest speakers from the community.	Career Preparation/Orientation	10/26/2016	06/30/2017	\$0	No Funding Required	School Administrative Staff & Classroom Teachers

Goal 4: Proficiency Goal: Increase the percentage of students scoring proficient/distinguished.

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by 10% in Reading by 06/01/2017 as measured by the KPREP assessment.

(shared) Strategy 1:

Proficiency - Curriculum maps and assessments will continue to be revised to ensure that instructional procedures, activities, and essential vocabulary are included in each plan. Implementation of new Reading and Math Series will provide a clearer path to Proficiency as aligned to Kentucky's Standards and Indicators for School Improvement.

Category: Continuous Improvement

Research Cited: Kentucky's Standards and Indicators for School Improvement

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READING: Journeys Reading, AR (Accelerated Reader) and Lexia Strategies will be implemented school wide in grades K-6 to ensure Proficiency for all learners. MATH: GO Math, Think Central and SNAPS will be implemented school wide in grades K-6 to ensure Proficiency for all learners.	Direct Instruction	08/17/2016	05/31/2017	\$40500	Text Books	PD Coordinator, Principal, Teachers

(shared) Strategy 2:

Learning Continuum Grouping - We will utilize the MAPS Learning Continuum data to identify current learning levels in order to meet the needs of the learners.

Category: Continuous Improvement

Research Cited: NWEA MAPS

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SY 2016-2017

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Comprehensive School Improvement Plan

Whitley City Elementary School

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2013 District of Columbia K-12 Science Standards (if included) adopting the Next Generation Science Standards 2013.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Activity - Continuum Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the MAPS Learning Continuum to continuously regroup students, every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$0	No Funding Required	Principal, Curriculum Coach, Teachers, Guidance Counselor

Activity - MAPS Dissaggregation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the various uses of MAPS reports identifying data to help target the needs of all learners.	Professional Learning	11/01/2016	06/30/2017	\$1000	Title I Part A	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

Measurable Objective 2:

100% of Third, Fourth, Fifth and Sixth grade students will increase student growth by 10% in Mathematics by 06/30/2017 as measured by on KPREP.

(shared) Strategy 1:

Proficiency - Curriculum maps and assessments will continue to be revised to ensure that instructional procedures, activities, and essential vocabulary are included in each plan. Implementation of new Reading and Math Series will provide a clearer path to Proficiency as aligned to Kentucky's Standards and Indicators for School Improvement.

Category: Continuous Improvement

Research Cited: Kentucky's Standards and Indicators for School Improvement

Activity - Instructional Startagies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Whitley City Elementary School

READING: Journeys Reading, AR (Accelerated Reader) and Lexia Strategies will be implemented school wide in grades K-6 to ensure Proficiency for all learners. MATH: GO Math, Think Central and SNAPS will be implemented school wide in grades K-6 to ensure Proficiency for all learners.	Direct Instruction	08/17/2016	05/31/2017	\$40500	Text Books	PD Coordinator, Principal, Teachers
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(shared) Strategy 2:

Learning Continuum Grouping - We will utilize the MAPS Learning Continuum data to identify current learning levels in order to meet the needs of the learners.

Category: Continuous Improvement

Research Cited: NWEA MAPS

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Activity - Continuum Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the MAPS Learning Continuum to continuously regroup students, every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$0	No Funding Required	Principal, Curriculum Coach, Teachers, Guidance Counselor

Activity - MAPS Dissaggregation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the various uses of MAPS reports identifying data to help target the needs of all learners.	Professional Learning	11/01/2016	06/30/2017	\$1000	Title I Part A	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

Measurable Objective 3:

100% of All Students will increase student growth by maintaining or increasing a Proficient and/or Distinguished score in Reading by 06/30/2017 as measured by KPREP and MAPS Assessment.

Comprehensive School Improvement Plan

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(shared) Strategy 1:

Maintaining Proficiency - Providing Proficient and Distinguished students with higher order thinking activities and lessons will strengthen their academic success.

Category: Continuous Improvement

Research Cited: NWEA: Learning Continuum

Best Practices

HOTS

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can utilize the Learning Continuum data to target individual and group populations of Proficient and Distinguished students to build upon the foundational skills allowing the learner to progress.	Academic Support Program	11/01/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

Measurable Objective 4:

100% of All Students will increase student growth by maintaining a Proficient and/or Distinguished score in Mathematics by 06/30/2017 as measured by KPREP and MAPS Assessment.

(shared) Strategy 1:

Maintaining Proficiency - Providing Proficient and Distinguished students with higher order thinking activities and lessons will strengthen their academic success.

Category: Continuous Improvement

Research Cited: NWEA: Learning Continuum

Best Practices

HOTS

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can utilize the Learning Continuum data to target individual and group populations of Proficient and Distinguished students to build upon the foundational skills allowing the learner to progress.	Academic Support Program	11/01/2016	06/30/2017	\$0	No Funding Required	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

Goal 5: Gap Goal: Decrease the number of students in the disability group who score novice.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing novice in Reading by 06/01/2017 as measured by KPREP and MAPS Assessment.

(shared) Strategy 1:

Special Education - Regular classroom instruction will be supplemented through the Special Education program.

Category: Continuous Improvement

Activity - Special Education Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified students will receive services through pull out or collaboration depending on their current IEP.	Direct Instruction, Academic Support Program	08/17/2016	06/01/2017	\$0	Other	SPED Teachers, Principal

Strategy 2:

Learning Continuum Grouping - Learning Continuum Grouping - We will utilize the MAPS Learning Continuum data to identify current learning levels in order to meet the needs of the learners.

Category: Continuous Improvement

Research Cited: NWEA MAPS

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2013 District of Columbia K-12 Science Standards (if included) adopting the Next Generation Science Standards 2013.

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Activity - Continuum Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Whitley City Elementary School

Utilize the MAPS Learning Continuum to continuously regroup students, every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$500	Title I Part A	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants
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Measurable Objective 2:

A 50% decrease of Third, Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing novice in Mathematics by 06/30/2017 as measured by KPREP and MAPS data.

(shared) Strategy 1:

Special Education - Regular classroom instruction will be supplemented through the Special Education program.

Category: Continuous Improvement

Activity - Special Education Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All identified students will receive services through pull out or collaboration depending on their current IEP.	Direct Instruction, Academic Support Program	08/17/2016	06/01/2017	\$0	Other	SPED Teachers, Principal

Goal 6: Novice Reduction Goal: Reduce novice in all grade levels in Reading and Math.

Measurable Objective 1:

50% of All Students will increase student growth by moving novice students toward proficiency in Reading by 06/30/2017 as measured by KPREP and MAPS Assessment.

(shared) Strategy 1:

RTI Student Identification - All students will be screened using the universal screener NWEA: MAPS to determine a need for RTI referral. The screening process will occur every 6-9 weeks.

Category: Continuous Improvement

Research Cited: NWEA:MAPS

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Whitley City Elementary School

The implementation of MAPS screening will allow the school to monitor the growth of students in the areas of reading and math. Evaluations will occur every 6-9 weeks.	Academic Support Program	11/01/2016	06/30/2017	\$0	District Funding	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants
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Activity - RTI Tier Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified for RTI will receive instructional support by accessing Houghton Mifflin and Academic Edge (LEXIA) programs.	Academic Support Program	11/01/2016	06/30/2017	\$40500	Title I Schoolwide	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

(shared) Strategy 2:

Vertical Alignment - Utilize NWEA: MAPS Learning Continuum to align curriculum among grade levels K-2 and 3-6.

Category: Continuous Improvement

Research Cited: NWEA: MAPS Learning Continuum

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA: MAPS scores, grade levels will implement data boards to monitor and identify areas of growth and weakness so they may be grouped according to skill level.	Academic Support Program	11/01/2016	06/30/2017	\$500	School Council Funds	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

Measurable Objective 2:

50% of All Students will increase student growth by moving novice students toward proficiency in Mathematics by 06/30/2017 as measured by KPREP and MAPS Assessment.

(shared) Strategy 1:

RTI Student Identification - All students will be screened using the universal screener NWEA: MAPS to determine a need for RTI referral. The screening process will occur every 6-9 weeks.

Category: Continuous Improvement

Research Cited: NWEA:MAPS

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of MAPS screening will allow the school to monitor the growth of students in the areas of reading and math. Evaluations will occur every 6-9 weeks.	Academic Support Program	11/01/2016	06/30/2017	\$0	District Funding	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

Activity - RTI Tier Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified for RTI will receive instructional support by accessing Houghton Mifflin and Academic Edge (LEXIA) programs.	Academic Support Program	11/01/2016	06/30/2017	\$40500	Title I Schoolwide	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

(shared) Strategy 2:

Vertical Alignment - Utilize NWEA: MAPS Learning Continuum to align curriculum among grade levels K-2 and 3-6.

Category: Continuous Improvement

Research Cited: NWEA: MAPS Learning Continuum

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA: MAPS scores, grade levels will implement data boards to monitor and identify areas of growth and weakness so they may be grouped according to skill level.	Academic Support Program	11/01/2016	06/30/2017	\$500	School Council Funds	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants

Goal 7: Attendance Goal: Increase average yearly attendance in grades K-6.

Measurable Objective 1:

80% of All Students will demonstrate a behavior by showing academic growth in Reading by 06/30/2017 as measured by average daily attendance count, KPREP and MAPS assessment..

Comprehensive School Improvement Plan

Whitley City Elementary School

(shared) Strategy 1:

Student Attendance - Attendance will be monitored daily to determine students who are truant and/or have excessive absences. Parents will be contacted via letter or One Call Now.

Category: Management Systems

Research Cited: Infinite Campus

Activity - Parental Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Average daily attendance count will be used to track students that are truant and or have excessive absences via One Call Now, letters, home visits, and/or email.	Parent Involvement	08/17/2016	06/30/2017	\$600	School Council Funds	Principal, Teachers, Attendance Clerk, Guidance Counselor

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance incentives will be awarded to students that have good behavior. Monthly drawings, prizes, eat with the teacher, sno cones, popcorn, and or concession tickets.	Behavioral Support Program	08/17/2016	06/30/2017	\$1000	General Fund	Principal, Teachers, Attendance Clerk, Guidance Counselor

Measurable Objective 2:

80% of All Students will demonstrate a behavior by showing academic growth in Mathematics by 06/30/2017 as measured by average daily attendance count, KPREP and MAPS assessment..

(shared) Strategy 1:

Student Attendance - Attendance will be monitored daily to determine students who are truant and/or have excessive absences. Parents will be contacted via letter or One Call Now.

Category: Management Systems

Research Cited: Infinite Campus

Activity - Parental Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Average daily attendance count will be used to track students that are truant and or have excessive absences via One Call Now, letters, home visits, and/or email.	Parent Involvement	08/17/2016	06/30/2017	\$600	School Council Funds	Principal, Teachers, Attendance Clerk, Guidance Counselor

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance incentives will be awarded to students that have good behavior. Monthly drawings, prizes, eat with the teacher, sno cones, popcorn, and or concession tickets.	Behavioral Support Program	08/17/2016	06/30/2017	\$1000	General Fund	Principal, Teachers, Attendance Clerk, Guidance Counselor

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
Attendance Incentives	Attendance incentives will be awarded to students that have good behavior. Monthly drawings, prizes, eat with the teacher, sno cones, popcorn, and or concession tickets.	Behavioral Support Program	08/17/2016	06/30/2017	\$1000	Principal, Teachers, Attendance Clerk, Guidance Counselor
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screening	The implementation of MAPS screening will allow the school to monitor the growth of students in the areas of reading and math. Evaluations will occur every 6-9 weeks.	Academic Support Program	11/01/2016	06/30/2017	\$0	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Startagies	READING: Journeys Reading, AR (Accelerated Reader) and Lexia Strategies will be implemented school wide in grades K-6 to ensure Proficiency for all learners. MATH: GO Math, Think Central and SNAPS will be implemented school wide in grades K-6 to ensure Proficiency for all learners.	Direct Instruction	08/17/2016	05/31/2017	\$40500	PD Coordinator, Principal, Teachers
Total					\$40500	

Comprehensive School Improvement Plan

Whitley City Elementary School

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Contact	Average daily attendance count will be used to track students that are truant and or have excessive absences via One Call Now, letters, home visits, and/or email.	Parent Involvement	08/17/2016	06/30/2017	\$600	Principal, Teachers, Attendance Clerk, Guidance Counselor
Vertical Planning	All teachers will participate in vertical planning/collaboration each 9 weeks.	Professional Learning	10/26/2016	06/30/2017	\$1680	Teachers, Staff, and Administrators
Vertical Alignment	Based on NWEA: MAPS scores, grade levels will implement data boards to monitor and identify areas of growth and weakness so they may be grouped according to skill level.	Academic Support Program	11/01/2016	06/30/2017	\$500	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants
Total					\$2780	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Skills	Teachers will teach strategies to aid students in the area of Physical Science. (AIMS activities, projects, Vocabulary Notebooks, Unit Word Walls etc.)	Academic Support Program	10/26/2016	06/30/2017	\$0	School Administrators, Teachers and Staff
Reading and Writing across the curriculum in Social Studies	Students will engage in Reading and Writing activities involving and integrating Social Studies.	Direct Instruction	10/26/2016	06/30/2017	\$0	School Administrators, Teachers, and Staff
Instruction	Classroom teachers in all core content areas will be asked to turn in one to two program review activities each nine weeks. They will include all relevant supporting documents to ensure they are meeting Program Review components such as nine week plans, lesson plans, rubrics, pictures, videos, student reflections, peer reviews, etc.	Academic Support Program	10/26/2016	06/30/2017	\$0	School Administrative Staff & Classroom Teachers
Common Planning	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	10/26/2016	06/30/2017	\$0	School Administrative Staff & Classroom Teachers

Comprehensive School Improvement Plan

Whitley City Elementary School

Reading and Writing across the curriculum	Students will engage in reading and writing activities that involve Science in the content areas of Reading and Writing.	Direct Instruction	10/26/2016	06/30/2017	\$0	School Administrator s, Teachers, and Staff
School-Wide Activities & Events (Career Day)	The school will conduct annual career studies which will culminate in a career day that involves student dress up, career books/posters, and guest speakers from the community.	Career Preparation/Orientation	10/26/2016	06/30/2017	\$0	School Administrative Staff & Classroom Teachers
Integration of KCAS curriculum	Teachers will collaborate during common planning to ensure the incorporation of new KCAS curriculum.	Direct Instruction	10/26/2016	06/30/2017	\$0	Administrative Staff & Classroom Teachers
Planning	Teachers will reflect activities that incorporate the Program Review components in Arts & Humanities, Practical Living/Career Studies, and Writing in their curriculum maps, nine week plans, and weekly lesson plans (as appropriate).	Academic Support Program	10/26/2016	06/30/2017	\$0	School Administrative Staff & Classroom Teachers
Learning Continuum	Teachers can utilize the Learning Continuum data to target individual and group populations of Proficient and Distinguished students to build upon the foundational skills allowing the learner to progress.	Academic Support Program	11/01/2016	06/30/2017	\$0	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants
Continuum Grouping	Utilize the MAPS Learning Continuum to continuously regroup students, every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$0	Principal, Curriculum Coach, Teachers, Guidance Counselor
30-60-90 day plan	Teachers will develop 30-60-90 day plans for student achievement.	Academic Support Program	10/26/2016	06/30/2017	\$0	School Administrator s, Teachers and Staff
Curriculum Alignment	Teachers will revise 9 week lesson plans and curriculum documents to ensure proper fidelity for student mastery.	Direct Instruction	10/26/2016	06/30/2017	\$0	Administrative Staff & Classroom Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Whitley City Elementary School

RTI Tier Programs	All students identified for RTI will receive instructional support by accessing Houghton Mifflin and Academic Edge (LEXIA) programs.	Academic Support Program	11/01/2016	06/30/2017	\$40500	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional assistants
Extended Response Writing	Students will complete Extended Responses and teachers will model appropriate writing for students to reconstruct answers to target proficiency.	Academic Support Program	10/26/2016	06/30/2017	\$1000	School Administrative Staff & Classroom Teachers
Vertical Planning	All teachers will participate in vertical planning/collaboration each 9 weeks.	Professional Learning	10/26/2016	06/30/2017	\$1680	Teachers, Staff, and Administrators
Total					\$43180	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Identification	All identified students will receive services through pull out or collaboration depending on their current IEP.	Direct Instruction, Academic Support Program	08/17/2016	06/01/2017	\$0	SPED Teachers, Principal
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAPS Dissaggregation Training	Staff will receive training on the various uses of MAPS reports identifying data to help target the needs of all learners.	Professional Learning	11/01/2016	06/30/2017	\$1000	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

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Continuum Grouping	Utilize the MAPS Learning Continuum to continuously regroup students, every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$500	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants
Total					\$1500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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	Some staff reviewed test data in a data retreat with the SESC COOP. The findings were shared with the remaining staff upon completion of the retreat.	

Label	Assurance	Response	Comment	Attachment
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	WCE adopted the Journeys Reading and GO Math textbook series for the 2016-2017 school year. Additionally, Lexia from Academic Edge was purchased to help target the needs of our RTI groups.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
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	All students are participating in Lexia and Think Central. These programs provide extra assistance to students that are having difficulty mastering some skills.	

Label	Assurance	Response	Comment	Attachment
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.	

Label	Assurance	Response	Comment	Attachment
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.	

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	Parent members on the SBDM council are a part of the planning process. All parents are encouraged to attend.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

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		

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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Implementation of RTI helps to meet the needs of the identified students.	

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 identified and targeted for growth.	

Comprehensive School Improvement Plan

Whitley City Elementary School

Label	Assurance	Response	Comment	Attachment
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.	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
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 I monies are spent appropriately.	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	PD is designed so that all staff members will benefit.	

Comprehensive School Improvement Plan

Whitley City Elementary School

Label	Assurance	Response	Comment	Attachment
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 frequently for implementation.	

Label	Assurance	Response	Comment	Attachment
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	http://www.mccreary.k12.ky.us/6/Content2/186	

Label	Assurance	Response	Comment	Attachment
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	Letters are sent home with students if this occurs.	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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	Board of Education completes the Ranking Report	

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan

Whitley City Elementary School

Label	Assurance	Response	Comment	Attachment
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	All paraeducators have daily schedules that they follow.	

Label	Assurance	Response	Comment	Attachment
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	Limited basis only.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

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

Phase II - 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:

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..

Strategy1:

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	Funding Amount & Source	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..

Strategy1:

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

Category:

Research Cited:

Comprehensive School Improvement Plan

Whitley City Elementary School

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

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

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

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

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores, MAPS test scores, STAR test scores, and K-Prep scores to identify those students scoring below the 35th percentile in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, and Staff

Activity - 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	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Strategy2:

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, LearningTarget are aligned to the Common Core State Standards.

Category:

Research Cited: Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - Daily Warm ups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take part in Daily Warm up activities in Reading and Math.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	Teachers, and Staff

Activity - Homework Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students having difficulty with homework will be referred to the Homework Center.	Direct Instruction	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, Staff and FRC Staff

Activity - KPREP Like Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will initiate KPREP like Questions (Extended Response, Short Answer, and Multiple Choice) into all assessments.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - 9 Week Test Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assessment will be given each 9 weeks and will be disaggregated and analyzed for weaknesses in student achievement and mastery.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Extended Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all grade levels will complete a weekly Extended Response that is KPREP like with a copy and class listing of student results turned in to the office.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Curriculum and Lesson Planning Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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, DOK levels/Learning Target are aligned to the Common Core State Standards.	Academic Support Program	02/04/2013	05/30/2014	\$800 - School Council Funds	School Administrators, Teachers, and Staff

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

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores, MAPS test scores, STAR test scores, and K-Prep scores to identify those students scoring below the 35th percentile in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, and Staff

Comprehensive School Improvement Plan

Whitley City Elementary School

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

Activity - 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	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and 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:

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, LearningTarget are aligned to the Common Core State Standards.

Category:

Research Cited: Research Cited: Kentucky Standards & Indicators for School Improvement

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Curriculum and Lesson Planning Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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, DOK levels/Learning Target are aligned to the Common Core State Standards.	Academic Support Program	02/04/2013	05/30/2014	\$800 - School Council Funds	School Administrators, Teachers, and Staff

Activity - 9 Week Test Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assessment will be given each 9 weeks and will be diaggregated and analyzed for weaknesses in student achievement and mastery.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Daily Warm ups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take part in Daily Warm up activities in Reading and Math.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	Teachers, and Staff

Activity - KPREP Like Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will initiate KPREP like Questions (Extended Response, Short Answer, and Multiple Choice) into all assessments.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Homework Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students having difficulty with homework will be referred to the Homework Center.	Direct Instruction	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, Staff and FRC Staff

Activity - Extended Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all grade levels will complete a weekly Extended Response that is KPREP like with a copy and class listing of student results turned in to the office.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Strategy2:

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

Comprehensive School Improvement Plan

Whitley City Elementary School

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

Activity - 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	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores, MAPS test scores, STAR test scores, and K-Prep scores to identify those students scoring below the 35th percentile in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, and Staff

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

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

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze classroom assessment scores, MAPS test scores, STAR test scores, and K-Prep scores to identify those students scoring below the 35th percentile in order to refer them for research based interventions in appropriate areas of need.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, and Staff

Activity - 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	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and 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

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

Strategy2:

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, LearningTarget are aligned to the Common Core State Standards.

Category:

Research Cited: Research Cited: Kentucky Standards & Indicators for School Improvement

Activity - 9 Week Test Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assessment will be given each 9 weeks and will be disaggregated and analyzed for weaknesses in student achievement and mastery.	Academic Support Program	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Homework Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students having difficulty with homework will be referred to the Homework Center.	Direct Instruction	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administration, Teachers, Staff and FRC Staff

Activity - Curriculum and Lesson Planning Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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, DOK levels/Learning Target are aligned to the Common Core State Standards.	Academic Support Program	02/04/2013	05/30/2014	\$800 - School Council Funds	School Administrators, Teachers, and Staff

Activity - Extended Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all grade levels will complete a weekly Extended Response that is KPREP like with a copy and class listing of student results turned in to the office.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

Activity - Daily Warm ups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take part in Daily Warm up activities in Reading and Math.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	Teachers, and Staff

Activity - KPREP Like Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will initiate KPREP like Questions (Extended Response, Short Answer, and Multiple Choice) into all assessments.	Direct Instruction	11/15/2013	05/31/2015	\$0 - No Funding Required	School Administrators, Teachers, and Staff

The school identified specific strategies to address subgroup achievement gaps.

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 measured by KPREP.

Strategy1:

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

Comprehensive School Improvement Plan

Whitley City Elementary School

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, Regular Ed., Administration.

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.

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

Goal 3:

Gap Goal: Decrease the number of students in the disability group who score novice.

Measurable Objective 1:

SY 2016-2017

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Comprehensive School Improvement Plan

Whitley City Elementary School

50% of Third, Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing novice in Reading by 06/01/2017 as measured by KPREP and MAPS Assessment.

Strategy1:

Special Education - Regular classroom instruction will be supplemented through the Special Education program.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All identified students will receive services through pull out or collaboration depending on their current IEP.	Direct Instruction Academic Support Program	08/17/2016	06/01/2017	\$0 - Other	SPED Teachers, Principal

Strategy2:

Learning Continuum Grouping - Learning Continuum Grouping - We will utilize the MAPS Learning Continuum data to identify current learning levels in order to meet the needs of the learners.

Category: Continuous Improvement

Research Cited: NWEA MAPS

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Standards were involved in the production of this product, and do not endorse it.

2013 District of Columbia K-12 Science Standards (if included) adopting the Next Generation Science Standards 2013.

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Activity - Continuum Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the MAPS Learning Continuum to continuously regroup students every 6-9 weeks, according to their individual needs.	Academic Support Program	11/01/2016	06/30/2017	\$500 - Title I Part A	Principal, Teachers, Curriculum Coach, Guidance Counselor, Instructional Assistants

Measurable Objective 2:

A 50% decrease of Third, Fourth, Fifth and Sixth grade Students with Disabilities students will increase student growth by reducing novice in Mathematics by 06/30/2017 as measured by KPREP and MAPS data.

Comprehensive School Improvement Plan

Whitley City Elementary School

Strategy1:

Special Education - Regular classroom instruction will be supplemented through the Special Education program.

Category: Continuous Improvement

Research Cited:

Activity - Special Education Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All identified students will receive services through pull out or collaboration depending on their current IEP.	Academic Support Program Direct Instruction	08/17/2016	06/01/2017	\$0 - Other	SPED Teachers, Principal

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)

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 36 to 67 by 2017

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:

Curriculum Alignment - Curriculum maps/Lesson plans will be revised each nine weeks to ensure that student mastery is being attained.

Kentucky Core Academic Standards, Program of Studies, College Readiness/Learning Targets aligned to Current KCAS Standards

Category:

Research Cited: KCAS

Comprehensive School Improvement Plan

Whitley City Elementary School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise 9 week lesson plans and curriculum documents to ensure proper fidelity for student mastery.	Direct Instruction	11/08/2013	05/31/2015	\$0 - No Funding Required	Administrative Staff & Classroom Teachers

Activity - Integration of KCAS curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning to ensure the incorporation of new KCAS curriculum.	Direct Instruction	11/08/2013	05/31/2015	\$0 - No Funding Required	Administrative Staff & Classroom Teachers

Activity - Writing Activities Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Development encompassing writing strategies to aid consistency in our writing program.	Professional Learning	11/08/2013	05/31/2015	\$1500 - Other	School Administrative Staff, Classroom Teachers, & Support Staff

Strategy2:

Program Review Implementation - Whitley City Elementary School will implement the Program Review Component across the curriculum to ensure students are exposed to a rigorous and aligned curriculum.

Category:

Research Cited: Program Review Criteria

Activity - School-Wide Activities & Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will conduct annual career studies which will culminate in a career day that involves student dress up, career books/posters, and guest speakers from the community.	Career Preparation/ Orientation	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers in all core content areas will be asked to turn in one to two program review activities each nine weeks. They will include all relevant supporting documents to ensure they are meeting Program Review components such as nine week plans, lesson plans, rubrics, pictures, videos, student reflections, peer reviews, etc.	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reflect activities that incorporate the Program Review components in Arts & Humanities, Practical Living/Career Studies, and Writing in their curriculum maps, nine week plans, and weekly lesson plans (as appropriate).	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	School Administrative Staff & Classroom Teachers

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Strategy3:

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 - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be divided into flexible reading and math groups.	Academic Support Program	11/08/2013	05/31/2015	\$0 - No Funding Required	All Staff/Administrators

Activity - Homework Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students having difficulty with homework will be referred to the Homework Center for assistance.	Academic Support Program	11/08/2013	05/31/2015	\$0 - State Funds	Principal FRC Staff

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

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 Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% 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

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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.

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 a rural school that serves around 650 students in grades Preschool-6th. Our school is located in the heart of the Daniel Boone National Forest along Highway 27. We are one of three elementary schools in the McCreary County School district. Whitley City Elementary averages 4 teachers per grade level. Overall, there has been very little staff turnover. The majority of teachers and administrators choose to stay at Whitley City Elementary for their entire career. Several teachers drive from different counties to work at Whitley City Elementary because of the school setting and the family atmosphere.

Due to the geographical location there is a lack of economic, cultural, and ethnic diversity. Whitley City Elementary School is located in a high poverty/high unemployment area of Kentucky. The student population consists of 99.33% white. 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.

The teachers at Whitley City Elementary understand the challenges of McCreary County but go the extra mile to overcome the obstacles. Teachers believe every child can learn and they take great pride in creating a rigorous learning environment that is challenging to students. Teachers use strategies that promote high levels of academic thinking and build positive growth in social/emotional behaviors and attitudes. The school faculty and staff also work together with outside organizations in order to educate students about careers, the arts.. The staff strives to instill in each student the need to achieve, belief that they can learn, and understanding that what they are learning is useful, relevant and meaningful.

School stakeholders take great pride in our school as well at the community. Whitley City Elementary students will be prepared to be successful when they transition to the middle school. We teach our students that the ultimate goal is to have the knowledge and skills to be college and/or career ready upon graduation.

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.

Whitley City Elementary School's mission is to build a community of lifelong learners. Every decision, program, lesson and interaction with students is focused on preparing students for rigorous and engaging activities that will prepare them to move from their current grade level and beyond. At Whitley City Elementary we work with students at a young age to ensure they have the knowledge and skills to be college and career ready.

The school is organized into grade level teams to allow teachers to have a common planning /PLC time in order to plan lessons that are focused on the Common Core State Standards in order to meet the needs of our students. Our vision for this school is to provide the support necessary to an exemplary staff that has the goal of being recognized as a Proficient school for the upcoming school year. In order to achieve this goal, Whitley City Elementary has implemented a number of research-based instructional programs-Lexia Reading, Think Central, and MAPS.

Classroom teachers have a common planning time with their grade level team daily but they also work in vertical teams as needed. Working as a vertical team, teachers can scaffold rigorous lessons to meet the needs of students who are struggling as well as provide enrichment opportunities for students who are excelling at a fast pace. All students are expected to gain at least one year's growth in core subjects, Our school teams review BOY, beginning of the year, MOY, middle of the year, EOY, end of year MAP data along with progress monitoring weekly such as fluency checks and formative assessments. There has also been a school-wide data board initiative that has started to help track progress. We have a RTI team that regularly reviews student progress. The team analyzes the progress and together makes decisions for what programs should be implemented and the length of time for the intervention. The district RTI guidelines are followed to make decisions for student placement.

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.

Notable Achievements include:

We have had many notable achievements in our school over the last three years. We have developed and implemented the use of pacing guides aligned with the Kentucky Core Academic Standards across the curriculum in each grade level. We have participated in quality professional development based on the work of our test disaggregation. Our goal is to be recognized as a Proficient school this upcoming school year. Not only have we purchased new reading textbooks from Houghton Mifflin, we have new math textbooks. . All our classrooms have interactive white boards and document cameras and projectors to support student learning. Over the next 3 years we would like to improve in many areas. We want to improve the monitoring of teaching and learning in a consistent, data-driven manner. We want to continue the refinement of pacing guides to ensure alignment with KCAS. We want to improve and refine reading, math and behavior interventions. Administrators will assist teachers as they create and implement Student Growth Goals. Administrators will also follow the district Certified Evaluation Plan to evaluate teachers. Our overall goal is to empower students with the skills, knowledge and dispositions necessary to reach proficiency.

Areas of Improvement

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Decrease the number of students in novice according to MAPS in Reading and math. Currently 40% of students in grade 3 are scoring at the novice level.

38 students were novice in reading on the Kprep in 3rd grade 2015-2016.

36 students were novice in math on the Kprep in 3rd grade 2015-2016.

Additional Information

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

There is no additional information needed to be shared at this time.