

Phase Three: Comprehensive Improvement Plan for Schools_10172018_11:37

Phase Three: Comprehensive Improvement Plan for Schools

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

Target Completion Date: 06/30/2019

Last Modified: 10/17/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Whitley City Elementary CSIP 2018	Whitley City Elementary CSIP 2018	

Phase III: Executive Summary for Schools_09282017_13:44

Phase III: Executive Summary for Schools

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

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Status: Open

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Whitley City Elementary School is located north of Whitley City in McCreary County Ky. It is bordered by the Daniel Boone National Forest. Whitley City Elementary School is located in a high poverty/high unemployment area of Kentucky. Whitley City Elementary's current enrollment is over 650 students including preschool. The student population consists of 99.33% white and .77% of Hispanic Origin. The school provides many extra curricular opportunities for students (Honors Choir, Academic Teams, Boys and Girls Basketball, Football, Wrestling, Pride Club, and 4H clubs.) All staff at Whitley City Elementary are Highly Qualified.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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

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

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

Whitley City Elementary has made gains in Reading and Writing over the last 3 years. Science and Social Studies continue to be strong areas for the school. Whitley City Elementary has scored consistently well over the past few years. The staff and school are striving to make improvements with Reading by focusing on flexible groupings and through our response to Intervention program. We have been classified as a distinguished school in the past as well as a proficient school. Our main purpose is to educate our students and give them the knowledge they need to be distinguished citizens.

ATTACHMENTS

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Additional Information

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

The School Improvement/Needs Assessment Committee analyzed and prioritized the Key findings as determined by the needs. The Comprehensive School Improvement Planning/Needs Assessment Committee analyzed all SBDM Standing Committees recommended activities/strategies and expected impact statements. The committee selected those strategies/activities and expected impact statements that best supported the priority needs, goals, and objectives and

established the desired instructional changes necessary to increase KPREP scores at Whitley City Elementary School.

ATTACHMENTS

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ATTACHMENT SUMMARY

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Phase One: Continuous Improvement Diagnostic_09072018_11:18

Phase One: Continuous Improvement Diagnostic

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to Tell Survey results the efforts made to minimize the amount of routine paperwork teachers are required to do is not sufficient. Class sizes are not reasonable such that teachers have the time available to meet the needs of all students. These areas will be addressed to the best ability of the school administration to provide teachers with reduced paperwork and lower classroom sizes. This should give students more one on one time with the teacher.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Whitley City Elementary will recruit parents and stake holders to serve on SBDM committees. Through the various SBDM committees parents and stakeholders will be informed of their roles and expertise's to best serve the needs of our students.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_09072018_13:58

Phase Two: The Needs Assessment for Schools

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Whitley City Elementary - Based on 2017-2018 test data, Whitley City Elementary will need to focus on reducing Novice in Math; specifically grades 3 and 4.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: -35% of gap students scored proficient/distinguished on KPREP Reading.

-We saw a 3% increase of proficient/distinguished among gap students in Reading from 2017 to 2018. -27.8% of our students scored proficient/distinguished in math on KPREP Math. -We saw a 9% decrease of proficient/distinguished among gap students in Math from 2017 to 2018.

Non-Academic Current State: -Teacher Attendance: Teacher attendance rate was 96% for the 2018 school year – matching the 96% of 2017. -The number of behavior referrals has decreased to 198 in 2018 from 290 in 2017.

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

65% of gap students scored below proficiency on the KPREP test in reading as opposed to just 27% of non-gap learners. 72% of gap students scored below proficiency on the KPREP test in math as opposed to just 53% of non-gap learners.

ATTACHMENTS

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Trends

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

Math and writing proficiency on KPREP remain significant areas for improvement.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 4: School classifies students in math ability groups by analyzing maps data 3 times a year during the school year; adjusting students to their corresponding ability groups based on progress. Develop and implement a quarterly content based writing assessment across all KPREP assessed areas. This would include constructed responses and extended responses for each grade level.

KCWP 5: A system is in place to identify our novice, apprentice, proficient, and distinguished students using maps data and quarterly writing assessments. Teacher PLC's will review data and identify strategies and resources to best support student growth.

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The proficient and distinguished students in Reading on the KPREP has increased by 3% over the previous year. In mathematics there was a 25% increase in students scoring Apprentice on the KPREP from the previous year.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Three: Closing the Achievement Gap Diagnostic_10172018_12:01

Phase Three: Closing the Achievement Gap Diagnostic

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

KPREP, MAP and skill cluster data was utilized to measure GAP data for male, female, free and reduced lunch and disability.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Whitley City Elementary School has approximately 610 students of those 24 percent are special needs throughout grades k-6. The school has a lot of the special needs students that are identified as speech impairment. Given that these students are speech only they are still recognized as falling into the special ed category. The free and reduced lunch population at Whitley City Elementary was 87%. We also have 2.2% more males than females.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

KPREP Math 2018- Males 39.4%P/D,, Female- 35.8% P/D, Fee and Reduced- 34.2% P/D, Disability- 45.2% P/D While we saw an increase in P/D in math, Novice reduction for Females and disability has not decreased by much. Novice will need to decrease in both those categories to 10%. KPREP Reading 2018 - Males - 44.8 P/D, Females 52 P/D, Free and Reduced 44.3 P/D, Disability-53 P/D There has been a steady increase in P/D for students in Reading. However in the disability category the Novice reduction is not changed much the last couple years. Novice is 18.3% for disability. Novice will need to reduce to 10%

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The disabilities with IEP GAP group has shown a positive trend over the last three years in the areas of reading, math and social studies, with social studies showing a 17.5 trend slope, 13.5 in math and 7.85 in reading. The free and reduced lunch population has shown improvement in the areas of reading (trend slope of 2.15), math (trend slope 4.05) and writing (trend slope 12).

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

KPREP Reading 2018 - Males - 44.8 P/D, Females 52 P/D, Free and Reduced 44.3 P/D, Disability-53 P/D There has been a steady increase in P/D for students in Reading. However in the disability category the Novice reduction is not changed much the last couple years. Novice is 18.3% for disability. Novice will need to reduce to 10% KPREP Math 2018- Males 39.4%P/D,, Female- 35.8% P/D, Fee and Reduced- 34.2% P/D, Disability- 45.2% P/D While we saw an increase in P/D in math, Novice reduction for Females and disability has not decreased by much. Novice will need to decrease in both those categories to 10%.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development provided for additional reading/math instruction curriculum, data analysis for data disaggregation and skill learning continuum.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Less SPED resource/collaboration additional time in writing, and a specific writing teacher for writing. Less educational resources due to income limitations for free reduced lunch sub population. Gender related instructional material, discussion and application to personal life based on gender differences, as well as access to classes.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

PLC and school leadership meetings to discuss skill improvement per GAP group.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

KPREP Reading 2018 - Males - 44.8 P/D, Females 52 P/D, Free and Reduced 44.3 P/D, Disability-53 P/D There has been a steady increase in P/D for students in Reading. However in the disability category the Novice reduction is not changed much the last couple years. Novice is 18.3% for disability. Novice will need to reduce to 10% KPREP Math 2018- Males 39.4%P/D,, Female- 35.8% P/D, Fee and Reduced- 34.2% P/D, Disability- 45.2% P/D While we saw an increase in P/D in math, Novice reduction for Females and disability has not decreased by much. Novice will need to decrease in both those categories to 10%.

ATTACHMENTS

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Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.




Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

By June 2019 WCE will need to reduce the Novice in Reading with disabilities to 10%. In math novice will need to be reduced to 10% for Females and disabilities.,.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goal	Gap Goal	I
 Gap Id	Gap Id	I, II.E, III, III
 Whitley City Elementary CSIP 2018	Whitley City Elementary CSIP 2018	I, II.E, III, III

Phase Two: School Assurances_10172018_11:05

Phase Two: School Assurances

Whitley City Elementary School

Foster Jones ii
2819 N. Hwy. 27
Whitley City, Kentucky, 42653
United States of America

Last Modified: 10/17/2018

Status: Locked

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Preschool students take part in Kindercamp activities to aide them in transitioning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Teachers take part in professional development developed or designed to meet the needs of students based on Map and KPREP Data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. 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
- ☐ No
- ☐ N/A

COMMENTS

KPREP data is reviewed on students that qualify for Title 1. Students are identified for needs and resources are appropriated to meet those needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria. Student Data that is reviewed includes KPREP, MAP and teacher made tests.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Students in Title 1 that are identified for assistance receive additional resources such as researched based strategies in reading and math.

ATTACHMENTS

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Targeted Assistance Activities

6. 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
- ☐ No
- ☐ N/A

COMMENTS

The school has implemented targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. 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
- ☐ No
- ☐ N/A

COMMENTS

The school has 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.

ATTACHMENTS

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Parent and Family Engagement

8. 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 and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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 and Family Engagement Policy. parent engagement activities include Parent nights, volunteers, and in school activities to increase relations.

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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