



KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Whitley County Central Primary is located on the main campus off 25W in Williamsburg (opened in August 1989). Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,637 people. It is 98.2% white, 4% black, 4% Indian or Asian, 1% Hispanic, and 1% multiracial. According to the 2010 census, the per capita income in past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Seventy-nine percent of our students qualify for free or reduced lunch.

The primary school is a feeder school for Whitley Central Intermediate School. Our school boasts the largest primary enrollment of all elementary schools in the district; currently housing approximately 457 students preschool through grade 2. Our school has a 5.74% mobility rate, and 22.32% of students qualify for special education. In addition, 20.9% of students are identified for the primary talent pool for Gifted and Talented. The students are served by one principal, 21 homeroom teachers, 21 instructional assistants, a librarian, four special education teachers, one FMD teacher, a physical education teacher, a fine arts teacher, a speech/language pathologist, a family resource director, a school nurse, two office clerks, six cooks, and four custodians. The Accelerated Reader (AR), Reading Recovery, Comprehensive Intervention Model (CIM), Read to Achieve, Math Intervention, Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children & 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided tutoring services during the week. The staff of Whitley County Central Primary believes that every student can learn.

School's Purpose

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

The Whitley County Central Primary School staff believes that every student can learn. It is our responsibility to enhance learning. Through partnership of parents, communities and educators, our students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies.

We are proud of the opportunities afforded to ALL students at Whitley County Central Primary. After-school activities include tutoring, reading enhancement through Save the Children, CHANGE Program, and 21st Century Programs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional Programs include Early Interventions in Reading, Early Steps to School Success, Math Intervention, I CARE, Save the Children and Family Reading/Math Night. Our Save the Children program has been recognized as one of the top 4 in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated. The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students.

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.

Achievements:

Our school has accomplished many notable achievements over the last three years. According to the 2015 school report card, our sister school, Whitley Central Intermediate Elementary, is a school of Distinguished/Progressing. The school scored 76.4 overall, placing us in the 95th percentile in the state of Kentucky for a ranking of 103 out of 712 elementary schools. We met our 2015 Annual Measurable Objective Goal of 76.4. According to the KPREP data, the school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of math (+10.6%), reading (+10.9%), social studies (+8.1%) and writing (+5.8%). In addition, the school-wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+11.5%), math (+12.1%), writing (+6.4%), social studies (+9.2%). Furthermore, the third grade student math performance levels of the 87 tested free/reduced-price students, 41.4% of students were P/D in math. This was 3.4% points above the state average of 38.0%. Plus, the third grade student reading performance levels of the 87 tested free/reduced-price students, 61.0% of students were P/D in reading. This was 16.9% points above the state average of 44.1%.

According to the 2014-2015 program review results, our school scored high in the following areas: Arts & Humanities scored 8.5 (Proficient), Practical Living Career Studies scored 9.7 (Proficient), Writing scored 9.0 (Proficient), Kindergarten-Third Grade scored 11.2 (Distinguished), and World Language (N/A).

According to the 2014-2015 IOWA Achievement results, WCCP scored as follows:

- Kindergarten had 1.5 grade equivalent in English Language Arts (ELA), 1.2 grade equivalent in math, and a 1.3 grade equivalent Core Composite score.
- Second Grade had 3.1 grade equivalent in English Language Arts (ELA), 3.3 grade equivalent in math, and a 3.2 grade equivalent Core Composite score.

According to the 2014-2015 Brigance Screener School-Wide results, WCCP had 47% of our students were kindergarten ready and 5% of our students were Kindergarten ready with enrichments.

In addition, WCCP is regularly the site of training for future teachers from the area universities. Whitley Central Primary has been recognized at the National Save the Children Conference as a Gold Star Award program, one of the top four in the nation. Our school hosts various grants for innovative programs such as Read to Achieve, Save the Children, Math Intervention program, I CARE, Early Steps to School Success, and the 21st Century program.

Last year, our school achieved Renaissance Learning Master Classroom Certification status in 12 of 15 (K-2) classrooms. To qualify for a "master classroom," a class must have: [1] an average of 25 minutes of engaged reading time [2] 90% of students average at or above 85% on AR quizzes [3] over a 18 week period. These teachers are to be commended. For, as you know, this is a very elite accomplishment. This is a high percentage of certifications for one school and our teachers were commended for excellence. Students benefit from the on-line Renaissance Learning program by learning reading skills, comprehension skills, computer skills and learning to work as a team to contribute to the classroom certification.

Various areas of concerns & improvement plans:

Teaching is a state of continuous improvement and our school is always exploring different methods to improve. For example, our teachers participate in training from the state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from MAP Test, Star Reading reports, and Program Review data to monitor student growth. Our Foster Grandparent Reading Programs, Save the Children, Read to Achieve, I CARE, Math Intervention, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

According to test data, our largest areas for improvement are in writing and Third Grade reading and math. 46.7% of students scored proficient in writing and 2.9% of students scored distinguished in writing. In Third Grade reading 35.5% of students scored proficient in reading and 17.8% of students scored distinguished in reading. In Third Grade math 32.7% of students scored proficient and 14% scored distinguished. Our school will continue to reduce the percentage of students scoring novice in reading and math.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. Fifth and Sixth grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To help us reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To help us reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Reading Rangers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, Reading Recover intervention, CIM groups, literacy centers, AR point clubs, Accelerated Reader (AR), Eager Reader standards, and Independent Reader standards. Furthermore, our school will align the curriculum to ensure it's taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby series, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve our reading, our school will continue to implement "The Phonics Dance!" This is a quick and easy way for primary grade educators to teach phonics and increase students' reading and writing skills. It is multilevel learning at its best, and can provide success for all students, regardless of their developmental level. This is a nationally recognized program which is based on research and meets the standards for the Leave No Child Behind Law. This six-step program offers learning through cost-free strategies that incorporate rhyme, movement and chant. Building on phonemic awareness, students become confident, successful writers. In the process they develop strong decoding skills through the use of "hunking and chunking" to build poise and fluency in reading.

To further differentiate reading instruction, our school will continue to implement Reading Eggs. It is a unique online site where children learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

To further differentiate reading instruction, our school has implemented a new reading series HM Journeys that covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The unique close reading routine builds better readers while also providing intervention for struggling students.

To encourage students to read and go beyond their AR goals, our staff will continue to offer a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning.

In addition, our school will continue to offer more incentives for mathematics goals. We also offer a digital curriculum in math to differentiate instruction to the individual students' needs. We also need to differentiate our instruction for higher level students. Therefore, we'll provide "Math Facts in a Flash." Accelerated Math Fluency measures fluency within 71 levels of addition, subtraction, multiplication, division, squares, fractions, decimals, and percentages. It reveals how each student is progressing toward a benchmark or is responding to intervention, and targets specific areas for practice to optimize learning. It also keeps parents informed and allows students to practice math facts anywhere with internet access using Renaissance Home Connect. Ideal for students, Accelerated Math Fluency uses a variety of engaging tools to provide frequent, personalized practice. It eliminates paperwork, automatically scores students' work, and provides valuable performance data to support core instruction and intervention.

To help us reduce the percentage of students scoring novice in math, we'll continue the following math instructional initiatives: MAP Math assessment, Family Math Night, Math intervention, math progress monitoring, and special education mathematics curriculum (Envision & Touch Math). Furthermore, our school will align the math curriculum to ensure it is taught with fidelity using the following activities: supplementary mathematics curriculum, differentiated mathematics instruction and professional learning communities.

Additional Information

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

In addition, the Whitley County Central Primary School's Cardinal Club provides supplemental instructional services to students to enhance their academic performance. Our clubs have over 120 students enrolled throughout the year. The clubs serve approximately 45 students per day. The after school program has four different clubs. The students receive snack and homework help in a homeroom, then rotate through different clubs through the week. The current clubs are Reading Inc., Math Mania, Fun & Games, and Lego Club. One of our goals are for students to participate in hands-on activities that incorporated reading, math, health and physical fitness to engage students and increase their knowledge levels. Another goal is for students to be given opportunities for student leadership and individual responsibility. We want students to be given academic enrichment activities that would expand on and enhance student learning through hands-on and interactive projects. The Cardinal Club provides the students with these unique cultural enrichment and recreational opportunities to which WCCP students would not otherwise have access. WCCP provides the opportunity to participate in family reading/math nights, and many other student friendly activities, and allow students to become involved in the school. All of the activities that are offered at WCCP help to provide the students with a balanced, well-rounded education.

2015-2016 Goals and Plans

Overview

Plan Name

2015-2016 Goals and Plans

Plan Description

Whitley Central Primary's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and reducing the novice gap.

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.	Objectives: 1 Strategies: 7 Activities: 8	Organizational	\$4900
2	Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019	Objectives: 1 Strategies: 6 Activities: 12	Organizational	\$44000
3	The purpose of the TELL survey is to support sound educational policies and practices based on the views of teachers, principals and other certified educators in our public schools.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 15	Organizational	\$1450
5	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 22	Organizational	\$0
6	Whitley Central Primary School will increase TELL Survey results on "faculty is recognized for accomplishments" from 88.9% to 90%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Increase the Program Review "Practical Living Career Studies score from 9.7 (Proficient) in 2015 to 10.5 (Proficient) in 2016.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
8	All students at Whitley Central Primary School are screened for kindergarten readiness and the percent of kindergarten readiness will improve from 47.4% to 68.6% in 2019.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	The school will hire and retain highly qualified educators with a turnover rate less than 9.7% in 2016.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 59% to 63% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress	Policy and Process	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, SBDM Council

Strategy 2:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category: Continuous Improvement

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the intervention strategies and student growth through weekly probes	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal

Strategy 3:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Category: Learning Systems

Activity - Predictive Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, SBDM council

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Strategy 4:

Math & Literacy Initiative - To improve the literacy gap, teachers, principal, and the Save the Children (STC) coordinator will review Renaissance Place STAR Early Literacy Reports & Reading Recovery test observation survey to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' norm-referenced scores to determine initial placement in the math initiative program. The selected students will take an additional diagnostic Advantage test from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Activity - Reading Rangers/Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, STC Coordinator, MIT, Principal

Strategy 5:

Professional Development - Teachers will be provided professional development opportunities to enhance reading/math knowledge and strategies.

Category: Professional Learning & Support

Activity - Professional Growth & Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning	08/17/2015	05/10/2016	\$1500	General Fund	Principal, Teachers, SBDM Council, BOE

Strategy 6:

Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education!

Category: Stakeholder Engagement

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	05/10/2016	\$0	No Funding Required	Title 1 Community Liaison, Teachers, Principal
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Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement	08/17/2015	05/10/2016	\$2400	Title I Part A	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach

Strategy 7:

Digital Learning - Integrate digital content into curriculum.

Category: Integrated Methods for Learning

Activity - Digital Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology	08/17/2015	05/10/2016	\$1000	General Fund	Teachers, Principal

Goal 2: Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

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Strategy 1:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Category: Learning Systems

Activity - Grade Level Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal

Strategy 2:

Literacy Initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/17/2015	05/10/2016	\$1500	Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal

Strategy 4:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Early Learning

Activity - Internal program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit PR ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, FRC, Principal, SBDM Council
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Strategy 5:

Math & Literacy Initiative - The 21st Century Community Learning Centers Grant known as the Cardinal Club will provide supplemental instructional services to students to enhance their academic performance. Cardinal Club will provide cultural enrichment and recreational opportunities to students. Cardinal Club will also serve parents of participating children through adult education and family literacy activities to assist parents in becoming more active participants in their children's education.

Category: Continuous Improvement

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/17/2015	05/10/2016	\$42000	Other	Teachers, Principal, District Grant Coordinator

Activity - Cardinal Club Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips. Volunteers will serve as math tutors.	Extra Curricular	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Site Coordinator, Principal, District Grant Coordinator

Strategy 6:

School Readiness - Identify early childhood (EC) providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry

Category: Early Learning

Activity - Gather Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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Activity - Define School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Analyze BRIGANCE Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start
Activity - ELLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	05/10/2016	\$500	Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Goal 3: The purpose of the TELL survey is to support sound educational policies and practices based on the views of teachers, principals and other certified educators in our public schools.

Measurable Objective 1:

collaborate to ensure a 90 percent or above overall rating by 05/01/2015 as measured by the TELL Survey that our school is a good place to work and learn.

Strategy 1:

Survey Analysis - Teachers, principal and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

Category: Professional Learning & Support

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/04/2014	05/01/2015	\$0	No Funding Required	Teachers, Principal, other Certified Educators

Goal 4: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze student data and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs

Category: Continuous Improvement

Research Cited: Differentiation research based on the work by Carol Ann Tomlinson

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KAS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator, MIT

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Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Math Facts in a Flash, Mega Math, Curious George to supplement the Go Math curriculum. Teachers will align our mathematics instruction more closely to the KAS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KAS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$450	General Fund	Teachers, MIT, Principal, curriculum coordinator
Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use the Math Facts in a Flash, Dreambox, or other math computer applications and programs.	Academic Support Program	08/17/2015	05/10/2016	\$500	General Fund	Teachers, MIT, curriculum coordinator
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum K-6th grade, identify gaps in mathematics instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator

Strategy 2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	District Funding	Teachers, Principal, Curriculum Coordinator
Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who score below grade level in math on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teacher, Principal, Curriculum Coordinator
Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family Math Night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/10/2016	\$0	Grant Funds	MIT, Teachers, Principal, Curriculum Coordinator
Activity - Math Intervention Teacher (MIT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MIT collaborates with administrators and teachers in the student identification process to target students performing below grade level. The interventions combine differentiated classroom instruction and supplemental interventions within small group settings. MIT teacher provides specialized training and ongoing professional development for teachers, who work with struggling math students in K-2 grades. The MIT provides training and support for classroom. The MIT maintains Dates of Record (DOR) for each student using the template provided on the KCM. The MIT will collaborate with regular classroom teachers to improve the mathematics instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	MIT, Teachers, Principal
Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will use the MAP Math Assessment data to facilitate instruction to determine areas where reteaching is needed and to group students for intervention. The MAP Math Assessment is used as our district universal screener. Progress monitoring is conducted once a week using AIMSweb for all students participating in a math RTI. Teachers, school curriculum coordinator, principal, interventionists and students are analyzing individual progress data and setting goals for improvement. Diagnostic reports guide the instruction provided in intervention groups. Tier II and Tier III student data meetings are held for the purpose of reviewing student data, regrouping of intervention students, planning instruction and setting new student objectives.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, MIT, Principal Curriculum Coordinator, SPED Teachers
Activity - Special Education Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Special Education Resource Teachers and assistants will use the Envision and Touch Math as an intervention Curriculum to help students with disabilities gain competence in mathematics. Thirty minutes of daily math intervention is also provided by the special education teachers/assistants for all students with a disability in math. Progress monitoring data is kept by the special education teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	SPED Teachers, SPED instructional assistants
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Activity - Dream Box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MIT teacher enrolls the math intervention students into the Dream Box program. Dream Box allows students to make gains in math proficiency by streamlining the instruction to target the users unique learning profile. Dream Box Learning Math and its Intelligent Adaptive Learning technology is researched-based, and fits within the RTI model. The program builds conceptual understanding and procedural fluency.	Technology	08/17/2015	05/10/2016	\$500	General Fund	MIT Teacher, Principal

Strategy 3:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration, SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council, District Administrators
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Goal 5: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Activity - MAP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	Teachers, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal

Activity - Reading Rangers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Save the Children's Reading Rangers after school literacy program provides children in kindergarten through 2nd grade with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency-building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Reading Rangers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, STC coordinator, Principal
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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/17/2016	\$0	No Funding Required	RR teacher, principal, district reading coach

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentile.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, PCL Teams, Reading Coach, Reading Recovery Teachers

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, Principal, District Grant Coordinator, Site Coordinator

Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement. Emergent reader activities are also available for children in kindergarten and first grade.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, STC coordinator, Principal

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Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Teachers, RR teachers, Reading Coach
Activity - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Comprehensive Intervention Model (CIM) is a well-coordinated, systemic and seamless design for providing for reversing the reading failures through layers of instructional interventions that combine differentiated classroom instruction and supplemental interventions within small group and one-to-one settings. Reading Recovery teacher leaders provide specialized training and ongoing professional development for intervention teachers, who work with struggling readers in K-2 grades, including Reading Recovery in first grade. Literacy Coaches provide training and support for classroom and early intervention teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Reading Recovery Teachers, Teachers, Principal, Reading Coach
Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use literacy centers to differentiate learning in the class room. The centers are leveled by STAR data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal
Activity - AR Point Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. For example, kindergarten students can become a member of the 35, 50, 75, 100, 125, 150, 175, 200 point AR Club and earn t-shirts. First grade students can become a member of the 75, 100, 125, 150, 175, 200, 225, 250 or 275 point AR Club and earn t-shirts. Second grade students can become a member of the 100, 125, 150, 175, 225, 250 or 275 point AR Club and earn t-shirts.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	Teachers, PTO, Principal, Reading Recovery teachers
Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	teachers, Reading Recovery Teachers,
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Activity - Eager Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergartners will work toward "Eager Reader" status. Students will be able to identify at least 100 sight words, have scored at the Transitional Reader level on the STAR early Literacy Test, and independently read two AR books between 0.8-1.0 level and independently take the corresponding AR quiz.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recover Teachers, Principal

Activity - Independent Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By the first semester, First Grade students must be able to recognize 150 Dolch Sight Words, have accumulated 10 AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.3 level and must score at least 80% accuracy. If a student doesn't meet the requirements by the end of the first semester, the second semester requirements increase. First Grade students must be able to recognize 185 Dolch Sight Words, have accumulated 25AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.5 level and must score at least 80% accuracy.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal

Strategy 2:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze student data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited: Differentiation research based on the work by Carol Ann Tomlinson

Activity - Houghton Mifflin Harcourt Rigby Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are utilizing the Rigby PM series of precisely leveled fiction and nonfiction texts to provide rigorous and aligned instruction and weekly formative assessments. Rigby PM leveled readers systematically build high-frequency words and reading skills.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, curriculum coordinator

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Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The Leveled Literacy Intervention curriculum will be used for Tier III reading students. For enrichment, students will use the Rigby Leveled Readers, above level chapter books and above level non-fiction texts. Differentiated literature circles will occur for 60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between the students to increase comprehension of the texts. Students will also use the following computer programs to increase reading fluency: Reading Eggs, Starfall, Accelerated Reader.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal,
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum K-6th grade, identify gaps in reading instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, library media specialist, curriculum coordinator
Activity - Special Education SRA Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Resource Teachers and assistants will use the SRA and Read Well as an intervention curriculum to help students with disabilities gain competence in reading. Thirty minutes of daily reading intervention is also provided by the special education teachers/assistants for all students with a disability in reading. Progress monitoring data is kept by the special education teachers. Students are grouped according to their levels and individual needs.	Academic Support Program	08/17/2015	05/10/2016	\$0	Other	SPED Teachers, SPED instructional Assistants, Director of SPED, Principal, Teachers

Strategy 3:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified report	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals
Activity - recruitment and Retention of Highly Qualified Teachersc	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	12/15/2015	\$0	No Funding Required	Principals, SBDM Council, District Administrators

Goal 6: Whitley Central Primary School will increase TELL Survey results on “faculty is recognized for accomplishments” from 88.9% to 90%.

Measurable Objective 1:

collaborate to recognize faculty for accomplishments to increase the TELL Survey 1.1% by 06/30/2016 as measured by School Leadership section of the TELL Survey.

Strategy 1:

Accomplishments - Staff will be recognized for perfect attendance, growth on predictive assessments (MAP/STAR) and SGG. Staff will also be recognized for the percentage of students reaching eager/independent reader status. Teachers will also be recognized for achieving Renaissance Reading Model/Master classroom.

Category: Management Systems

Research Cited: THE HAPPINESS ADVANTAGE. BY SHAWN ACHOR

Activity - Recognition & Praise	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will be recognized for perfect attendance with flowers and gift cards. Teacher coupons will be given for growth on predictive assessments (MAP/STAR) and SGG. Staff will also be recognized for the percentage of students reaching eager/independent reader status. The teachers name will be called along with student's name at an assembly celebrating the accomplishment. Teachers will also be recognized for achieving Renaissance Reading Model/Master classroom in the newspaper, Facebook, webpage, and District Ed News (DEN).</p>	<p>Policy and Process</p>	<p>07/01/2015</p>	<p>07/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal</p>
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Goal 7: Increase the Program Review “Practical Living Career Studies score from 9.7 (Proficient) in 2015 to 10.5 (Proficient) in 2016.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, K-3, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program by 06/01/2016 as measured by .8% increase in PL/CS program review..

Strategy 1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content areas teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Pilot for World Language and Global Competencies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We will participate in the Pilot Program review for World Language and Global Competencies</p>	<p>Academic Support Program</p>	<p>08/17/2015</p>	<p>05/10/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator</p>

Activity - Program Review Submissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).</p>	<p>Technology</p>	<p>08/17/2015</p>	<p>04/28/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers</p>

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Activity - Internal Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	08/17/2015	05/25/2016	\$0	No Funding Required	Evidence Manager, PLC Team Leaders, Teachers
Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during PLC meetings to brainstorm effective ways to improve the Arts & Humanities, Writing, and PL/CS Program Review.	Professional Learning	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers
Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level (K-2) will be responsible for the implementation of grade level appropriate instruction in the area of Arts & humanities in the classroom. Teachers will submit samples of low, medium and high student work.	Direct Instruction	08/17/2015	05/18/2016	\$0	No Funding Required	Teachers

Goal 8: All students at Whitley Central Primary School are screened for kindergarten readiness and the percent of kindergarten readiness will improve from 47.4% to 68.6% in 2019.

Measurable Objective 1:

collaborate to screen all kindergarten students at Whitley Central Primary School by 12/09/2015 as measured by Brigance Early Childhood Screener.

Strategy 1:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Childhood Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

Activity - BRIGANCE screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergartens at school entry with the common statewide screener (BRIGANCE). information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0	No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Strategy 2:

Preschool Transition Meetings - Whitley Central Primary School will invite incoming kindergartners and their parents to Preschool/Head Start/ Early Head Start Orientation Parent Meetings. They will tour the school, meet the kindergarten teachers, visit the kindergarten rooms. Teachers will discuss the kindergarten readiness screener and how parents can help their child be prepared.

Category: Stakeholder Engagement

Research Cited: Henderson, A., Mapp, K., Johnson, V. and Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The New Press.

Activity - Preschool/Head Start/ Early Head Start Orientation Parent Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school planned and developed preschool transitional strategies. The teachers reviewed and shared the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students to distribute school readiness definition to EC community and parents of incoming kindergarten students.	Community Engagement, Parent Involvement	09/28/2015	04/07/2016	\$0	No Funding Required	Teachers, Principal, Preschool Bell-Whitley Head Start

Goal 9: The school will hire and retain highly qualified educators with a turnover rate less than 9.7% in 2016.

Measurable Objective 1:

collaborate to ensure the school hires and retains highly qualified instructors by 06/30/2016 as measured by the LEAD report.

Strategy 1:

Highly Qualified Teachers - Work with local colleges (University of the Cumberlands and Eastern Kentucky University) to allow student teachers to complete their student teaching in our building. This allows the building administrator to see firsthand the capabilities of the applicant.

Category: Other - hiring & retention

Activity - Recruit highly qualified teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with local colleges to allow student teachers to come in and complete their student teaching in our building. This allows the building administrator to see firsthand the capabilities of the applicant.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, SBDM council

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
Dream Box	The MIT teacher enrolls the math intervention students into the Dream Box program. Dream Box allows students to make gains in math proficiency by streamlining the instruction to target the users unique learning profile. Dream Box Learning Math and its Intelligent Adaptive Learning technology is researched-based, and fits within the RTI model. The program builds conceptual understanding and procedural fluency.	Technology	08/17/2015	05/10/2016	\$500	MIT Teacher, Principal
Differentiated Mathematics Instruction	Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use the Math Facts in a Flash, Dreambox, or other math computer applications and programs.	Academic Support Program	08/17/2015	05/10/2016	\$500	Teachers, MIT, curriculum coordinator
Professional Growth & Improvement	Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning	08/17/2015	05/10/2016	\$1500	Principal, Teachers, SBDM Council, BOE
Supplementary Mathematics Curriculum	Teachers will use the Math Facts in a Flash, Mega Math, Curious George to supplement the Go Math curriculum. Teachers will align our mathematics instruction more closely to the KAS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KAS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$450	Teachers, MIT, Principal, curriculum coordinator
Digital Learning	Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology	08/17/2015	05/10/2016	\$1000	Teachers, Principal
Total					\$3950	

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading/Math Night	The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement	08/17/2015	05/10/2016	\$2400	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach
Total					\$2400	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Rangers	Save the Children's Reading Rangers after school literacy program provides children in kindergarten through 2nd grade with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency-building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Reading Rangers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, STC coordinator, Principal
Comprehensive Intervention Model	The Comprehensive Intervention Model (CIM) is a well-coordinated, systemic and seamless design for providing for reversing the reading failures through layers of instructional interventions that combine differentiated classroom instruction and supplemental interventions within small group and one-to-one settings. Reading Recovery teacher leaders provide specialized training and ongoing professional development for intervention teachers, who work with struggling readers in K-2 grades, including Reading Recovery in first grade. Literacy Coaches provide training and support for classroom and early intervention teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	Reading Recovery Teachers, Teachers, Principal, Reading Coach
Save the Children	To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement. Emergent reader activities are also available for children in kindergarten and first grade.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, STC coordinator, Principal

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Reading Recovery	Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, RR teachers, Reading Coach
Accelerated Reader (AR)	Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/10/2016	\$0	teachers, Reading Recovery Teachers,
Family Math Night	The school will host family math nights once every two months to increase parent involvement in the learning process. Family Math Night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/10/2016	\$0	MIT, Teachers, Principal, Curriculum Coordinator
Cardinal Club Reading Instruction	Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, District Grant Coordinator, Site Coordinator
Math Intervention Teacher (MIT)	The MIT collaborates with administrators and teachers in the student identification process to target students performing below grade level. The interventions combine differentiated classroom instruction and supplemental interventions within small group settings. MIT teacher provides specialized training and ongoing professional development for teachers, who work with struggling math students in K-2 grades. The MIT provides training and support for classroom. The MIT maintains Dates of Record (DOR) for each student using the template provided on the KCM. The MIT will collaborate with regular classroom teachers to improve the mathematics instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/17/2015	05/10/2016	\$0	MIT, Teachers, Principal
Total					\$0	

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Whitley County Central Primary School

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BRIGANCE Screener	Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/17/2015	05/10/2016	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Internal Program Review	Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	08/17/2015	05/25/2016	\$0	Evidence Manager, PLC Team Leaders, Teachers
PLC Meetings	Teachers will collaborate during PLC meetings to brainstorm effective ways to improve the Arts & Humanities, Writing, and PL/CS Program Review.	Professional Learning	08/17/2015	06/30/2016	\$0	Principal, Teachers
Grade Level Team Meetings	Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal
Highly Qualified Report	Principals will complete yearly Highly Qualified report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Learning Plan	Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/17/2015	05/10/2016	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Recognition & Praise	Staff will be recognized for perfect attendance with flowers and gift cards. Teacher coupons will be given for growth on predictive assessments (MAP/STAR) and SGG. Staff will also be recognized for the percentage of students reaching eager/independent reader status. The teachers name will be called along with student's name at an assembly celebrating the accomplishment. Teachers will also be recognized for achieving Renaissance Reading Model/Master classroom in the newspaper, Facebook, webpage, and District Ed News (DEN).	Policy and Process	07/01/2015	07/30/2016	\$0	Principal
Predictive Assessment	Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other	08/17/2015	05/10/2016	\$0	Teachers, Principal, SBDM council
Literacy Centers	Teachers will use literacy centers to differentiate learning in the class room. The centers are leveled by STAR data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal

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Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
BRIGANCE screener	Assess all kindergartens at school entry with the common statewide screener (BRIGANCE). information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Eager Reader	Kindergartners will work toward "Eager Reader" status. Students will be able to identify at least 100 sight words, have scored at the Transitional Reader level on the STAR early Literacy Test, and independently read two AR books between 0.8-1.0 level and independently take the corresponding AR quiz.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recover Teachers, Principal
PLC Meetings	Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal
Analyze BRIGANCE Data	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
RTI Math	Students who score below grade level in math on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	Teacher, Principal, Curriculum Coordinator
Independent Reader	By the first semester, First Grade students must be able to recognize 150 Dolch Sight Words, have accumulated 10 AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.3 level and must score at least 80% accuracy. If a student doesn't meet the requirements by the end of the first semester, the second semester requirements increase. First Grade students must be able to recognize 185 Dolch Sight Words, have accumulated 25AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.5 level and must score at least 80% accuracy.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal

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Aligned and Rigorous Mathematics Curriculum taught with fidelity	All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KAS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator, MIT
Math Progress Monitoring	Teachers and interventionists will use the MAP Math Assessment data to facilitate instruction to determine areas where reteaching is needed and to group students for intervention. The MAP Math Assessment is used as our district universal screener. Progress monitoring is conducted once a week using AIMSweb for all students participating in a math RTI. Teachers, school curriculum coordinator, principal, interventionists and students are analyzing individual progress data and setting goals for improvement. Diagnostic reports guide the instruction provided in intervention groups. Tier II and Tier III student data meetings are held for the purpose of reviewing student data, regrouping of intervention students, planning instruction and setting new student objectives.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, MIT, Principal Curriculum Coordinator, SPED Teachers
Classroom Implementation	Each grade level (K-2) will be responsible for the implementation of grade level appropriate instruction in the area of Arts & humanities in the class room. Teachers will submit samples of low, medium and high student work.	Direct Instruction	08/17/2015	05/18/2016	\$0	Teachers
Intervention	Monitor the intervention strategies and student growth through weekly probes	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council, District Administrators
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum K-6th grade, identify gaps in reading instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, library media specialist, curriculum coordinator
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals

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Define School Readiness	Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/17/2015	05/10/2016	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
Preschool/Head Start/ Early Head Start Orientation Parent Meeting	The school planned and developed preschool transitional strategies. The teachers reviewed and shared the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students to distribute school readiness definition to EC community and parents of incoming kindergarten students.	Community Engagement, Parent Involvement	09/28/2015	04/07/2016	\$0	Teachers, Principal, Preschool Bell-Whitley Head Start
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum K-6th grade, identify gaps in mathematics instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator
STAR Reading	The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentile.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, PCL Teams, Reading Coach, Reading Recovery Teachers
Differentiated Reading Instruction	Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The Leveled Literacy Intervention curriculum will be used for Tier III reading students. For enrichment, students will use the Rigby Leveled Readers, above level chapter books and above level non-fiction texts. Differentiated literature circles will occur for 60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between the students to increase comprehension of the texts. Students will also use the following computer programs to increase reading fluency: Reading Eggs, Starfall, Accelerated Reader.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Reading Recovery Teachers, Principal,
Recruit highly qualified teachers	Work with local colleges to allow student teachers to come in and complete their student teaching in our building. This allows the building administrator to see firsthand the capabilities of the applicant.	Policy and Process	08/17/2015	06/30/2016	\$0	Principal, Teachers, SBDM council

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Cardinal Club Math Instruction	Cardinal Club will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips. Volunteers will serve as math tutors.	Extra Curricular	08/17/2015	05/10/2016	\$0	Teachers, Site Coordinator, Principal, District Grant Coordinator
Gather Information	Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/17/2015	05/10/2016	\$0	Teachers, Principal, Preschool, Bell-Whitley Head Start
recruitment and Retention of Highly Qualified Teachersc	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	12/15/2015	\$0	Principals, SBDM Council, District Administrators
Program Review Submissions	Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	08/17/2015	04/28/2016	\$0	Teachers
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council
Internal program review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit PR ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, FRC, Principal, SBDM Council
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration, SBDM Council
Houghton Mifflin Harcourt Rigby Series	Teachers are utilizing the Rigby PM series of precisely leveled fiction and nonfiction texts to provide rigorous and aligned instruction and weekly formative assessments. Rigby PM leveled readers systematically build high-frequency words and reading skills.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, curriculum coordinator

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RTI	Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Policy and Process, Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal
Time Efficiency Study	Teachers, principal and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/04/2014	05/01/2015	\$0	Teachers, Principal, other Certified Educators
Reading Rangers/Math Intervention	STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, STC Coordinator, MIT, Principal
PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	05/10/2016	\$0	Title 1 Community Liaison, Teachers, Principal
Pilot for World Language and Global Competencies	We will participate in the Pilot Program review for World Language and Global Competencies	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator

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Family Reading Night	The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/17/2016	\$0	RR teacher, principal, district reading coach
Analyze Data	Teachers and SBDM council review student performance data to monitor progress	Policy and Process	08/17/2015	05/10/2016	\$0	Teachers, Principal, SBDM Council
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Math	Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education SRA Reading Program	Special Education Resource Teachers and assistants will use the SRA and Read Well as an intervention curriculum to help students with disabilities gain competence in reading. Thirty minutes of daily reading intervention is also provided by the special education teachers/assistants for all students with a disability in reading. Progress monitoring data is kept by the special education teachers. Students are grouped according to their levels and individual needs.	Academic Support Program	08/17/2015	05/10/2016	\$0	SPED Teachers, SPED instructional Assistants, Director of SPED, Principal, Teachers
Cardinal Club Reading Instruction	Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/17/2015	05/10/2016	\$42000	Teachers, Principal, District Grant Coordinator

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Special Education Mathematics Curriculum	Special Education Resource Teachers and assistants will use the Envision and Touch Math as an intervention Curriculum to help students with disabilities gain competence in mathematics. Thirty minutes of daily math intervention is also provided by the special education teachers/assistants for all students with a disability in math. Progress monitoring data is kept by the special education teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0	SPED Teachers, SPED instructional assistants
MAP Reading	Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principal
Reading Incentives	Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/17/2015	05/10/2016	\$1500	Principal, Teachers, FRC, PTO Officers, SBDM Council
ELLN	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	05/10/2016	\$500	Teachers, Principal, Preschool, Bell-Whitley Head Start
AR Point Clubs	Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. For example, kindergarten students can become a member of the 35, 50, 75, 100, 125, 150, 175, 200 point AR Club and earn t-shirts. First grade students can become a member of the 75, 100, 125, 150, 175, 200, 225, 250 or 275 point AR Club and earn t-shirts. Second grade students can become a member of the 100, 125, 150, 175, 225, 250 or 275 point AR Club and earn t-shirts.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, PTO, Principal, Reading Recovery teachers
Total					\$44000	

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?

Data Analysis Questions

1. What are the areas of strengths and weaknesses?
2. What are the overall trends per grade/school?
3. Is student achievement being sustained between grade levels?
4. How can we continue to close the achievement gap by moving more students to proficiency in all content areas assessed?
5. What areas of the program review can we move from proficiency to distinguished?

Data Review Process

The Whitley Central Primary School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process was conducted by PLC team leaders, core content team managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Intermediate School, and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP, Brigance Screener for pre-K, and IOWA Achievement test for Grade K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input, and various district program reports in order to identify objectives, strategies, and activities. We used an early release day for total data analysis as well as a full professional development day on Election Day to drill down on reports. This valuable information helped our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as helping us to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data was available, it was discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership.

We looked at the data from our school report card and individual student listings in the following manners: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" were noted and the instructional practices were listed that contributed to those successes. Additionally, we noted an improvement list and included specific instructional strategies that we believe would help improve these areas. We asked the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. The final step was discussing the information and the listing of three "Major Take Aways" from the overall data analysis session.

Academic Performance Data Review

Accountability Profile

The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an AMO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are SY 2015-2016

also displayed

Year Over All Score Percentile in KY Classification Met AMO Goal

2012-2013 76.5 93 NA Yes

2013-2014 74.1 91 Distinguished No

2014-2015 76.4 95 Distinguished/Progressing Yes

School Report Card 2014-2015 Review

According to the 2015 school report card, our sister school, Whitley Central Intermediate Elementary, is a school of Distinguished/Progressing. The school scored 76.4 overall, placing us in the 95th percentile in the state of Kentucky for a ranking of 103 out of 712 elementary schools. We met our 2015 Annual Measurable Objective Goal of 76.4.

CSIP Review 2014-2015

- Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 53.7% in 2013-2014 to 58.3% in 2014-2015 as measured by the school report. (Yes. 59.0% met and exceeded goal by +.7).
- Goal 2: Increase the average combined reading and math KPREP scores for Whitley Central Elementary School students from 58.8% in 2013-2014 to 62.9% in 2014-15. (Yes. 63.3% met and exceeded goal by +.4).
- Goal 3: Utilize the results of the TELL Survey to guide administrative decisions which impact student achievement and teacher retention. (Yes. 93.5% participated and results have been analyzed to find strengths and areas for improvement).
- Goal 4: Increase the teacher capacity for implementation of PGES to 100% by in July 30, 2014. (Yes. 100% of teachers have received training and participated in the PGES program during 2014-2015).

WCIS KPREP Achievement:

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language--editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD).

2013 KPREP Achievement WCIS

- Reading 69.8, Math 78.3, Science 100, Social Studies 87.9, Writing 68, Language Mechanics 67.7

2014 KPREP Achievement WCIS

- Reading 84.8, Math 87.3, Science 100, Social Studies 77.8, Writing 70.5. Language Mechanics 83.8

2015 KPREP Achievement WCIS

- Reading 82.1, Math 82.6, Science N/A, Social Studies 95.6, Writing 72.1. Language Mechanics 94.3

Gap Data

Gap creates a single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient. The student performance levels of novice, apprentice, proficient and distinguished are reported for this non-duplicated group.

2013 KPREP Gap Data WCIS

- Reading 52.1, Math 53, Science 68.5, Social Studies 66.7, Writing 43.3, Language Mechanics 43

2014 KPREP Gap Data WCIS

- Reading 61.8, Math 61.5, Science 80.2, Social Studies 55.6, Writing 43.9. Language Mechanics 53.5

2015 KPREP Gap Data WCIS

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- Reading 61.6, Math 56.4, Science N/A, Social Studies 64.6, Writing 42.5. Language Mechanics 65.1

Growth Data

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and at grade 11.

2013 KPREP Growth Data WCIS

- Reading 66.7. Math 73.9, Combined Reading/Math 70.4

2014 KPREP Growth Data WCIS

- Reading 62.7. Math 63.7, Combined Reading/Math 63.3

2015 KPREP Growth Data WCIS

- Reading 67.2, Math 66.9, Combined Reading/Math 67.1

Student Performance by Content Strands

KPREP WCIS 2014-2015

- Reading (School-wide)- 65.1% scored P/D in Reading with 13.6% Novice

o Grade 3 - 107 students tested: 19.6% novice, 27.1% apprentice, 35.5% proficient, 17.8% distinguished. The data shows that 53.3% of students in 3rd grade were P/D in reading. This was 2.2% above the district average of 51.1% and 1.0% below the state average of 54.3%.

o Grade 4 - 107 students tested: 6.5% novice, 21.5% apprentice, 42.1% proficient, 29.9% distinguished. The data shows that 72% of students in 4th grade were P/D in reading. This was 14.7% above the district average and 19.8% above the state average.

o Grade 5 - 131 students tested: 14.5% novice, 19.1% apprentice, 38.9% proficient, 27.5% distinguished. The data shows that 66.4% of students in 5th grade were P/D in reading. This was .6% above the district average and 10.4% above the state average.

o Grade 6 - 111 students tested: 13.5% novice, 18% apprentice, 49.5% proficient, 18.9% distinguished. The data shows that 68.5% of students in 6th grade were P/D in reading. This was 4.3% above the district average and 15.6% above the state average.

- Math (School-wide) - 59.4% scored P/D in Math with 10.3% Novice

o Grade 3 -107 students tested: 15.9% novice, 37.4% apprentice, 32.7% proficient, 14% distinguished. The data shows that 46.7% of students in 3rd grade were P/D in math. This was 3.7% above the district average and .9% below the state average.

o Grade 4 - 107 students tested: 6.5% novice, 23.4% apprentice, 37.4% proficient, 32.7% distinguished. The data shows that 70.1% of students in 4th grade were P/D in math. This was 18.6% above the district average and 21.5% above the state average.

o Grade 5 - 131 students tested: 8.4% novice, 32.1% apprentice, 38.2% proficient, 21.4% distinguished. The data shows that 59.5% of students in 5th grade were P/D in math. This was 5.3% above the district average and 9.2% above the state average.

o Grade 6 - 111 students tested: 10.8% novice, 27.9% apprentice, 40.5% proficient, 20.7% distinguished. The data shows that 61.3% of students in 6th grade were P/D in math. This was 8.3% above the district average and 18.1% above the state average.

- Social Studies (School-wide) - 68.7% scored P/D in Social Studies with 1.5% Novice

- Writing School-wide - 49.6% scored P/D in Writing with 6.2% Novice

- Language Mechanics (School-wide) - 69.3% scored P/D in Language Mechanics with 11.5% Novice

MAP FALL 2015

- Reading--WCIS grades 3-6 reading performance levels of the 459 students tested:

o 24% novice, 24% apprentice, 31% proficient, 20% distinguished. The data shows that 51% of the students in grade 3-6 were P/D in reading. The data shows that 48% of the in students grade 3-6 were apprentice/novice in reading.

- Math --WCIS grades 3-6 math performance levels of the 455 students tested:

o 17% novice, 35% apprentice, 32% proficient, 15% distinguished. The data shows that 47% of the students in grade 3-6 were P/D in math. The data shows that 52% of the students in grade 3-6 were apprentice/novice in math.

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- Reading-- WCCP grades K-2 reading performance levels of the 347 students tested:

o 158 students were at or above norm grade level mean RIT. The RIT (Rasch Unit) scale is a stable equal-interval vertical scale. It can be used to compare the performance of students and school/district relative to national achievement and growth norms and state standards, including the Common Core State Standards (CCSS).

- Math-- WCCP grades K-2 math performance levels of the 348 students tested:

o 130 students were at or above norm grade level mean RIT.

IOWA Achievement Test 2015 (WCCP)

- Kindergarten had 1.5 grade equivalent in English Language Arts (ELA), 1.2 grade equivalent in math, and a 1.3 grade equivalent Core Composite score.

- First Grade had 1.9 grade equivalent in English Language Arts (ELA), 1.9 grade equivalent in math, and a 1.9 grade equivalent Core Composite score.

- Second Grade had 3.1 grade equivalent in English Language Arts (ELA), 3.3 grade equivalent in math, and a 3.2 grade equivalent Core Composite score.

Brigance Screener School-Wide Data 2015 (WCCP)

- 47% of our students are kindergarten ready

- 48% were not Kindergarten ready

- 5% of our students were Kindergarten ready with enrichments

Learning Environment: Non-Academic Performance Data

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- Free/Reduced-Price Meals

Year WCCP WCIS

2014-2015 82.3% 79.4%

2013-2014 84.2% 75.7%

2012-2013 81.3% 74.1%

o The 2015 WCIS & WCCP combined percentage of students qualifying for Free/Reduced-Price meals was slightly lower than the district average of 81.4% and significantly higher than the state average of 60%. The student population who qualify for free/reduced-price meals receive the same quality education instruction and opportunities as those students who exceed the income guidelines. Additional enrichment opportunities are offered through the 21st Century Program (The Cardinal Club). Often times, teachers, administration, and even parents refer students to participate in the after school and summer clubs. These clubs cater to the student population based on interest and academic needs. The 21st Century grant, allows teachers to extend support to students.

- Attendance

Year WCCP ADA WCIS ADA

2014-2015 93.6% 95.0%

2013-2014 93.7% 94.9%

2012-2013 93.3% 94.5%

o 2015 Attendance was above the district and state average. Attendance plays a vital role in student performance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's

DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Retention Rate (Grades 4-12 Only)

o 2015 Retention Rate was below the district average but above the state average.

Year WCCP Retention Rate WCIS Retention Rate

2014-2015 N/A 3.2%

2013-2014 N/A 5.5%

2012-2013 N/A 2.7%

- Counseling

o Counseling is an asset our school utilizes to meet student's needs. Teachers, administrators, and often times parents refer a child to receive counseling services on site. Our school's counselor offers after school and summer programs to support identified/referred students. Within these programs, character education is provided on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, improving self-esteem, etc.

TELL Survey Results 2014-2015 (WCCP)

The Whitley Central Primary staff, administration, stakeholders, and the site-base counsel review the TELL Kentucky Survey results. The TELL Kentucky Survey is designed to gather a variety of information from teachers, counselors, principals and other administrators who know the working conditions in our schools.

- Adequacy of Facilities and Resources--96.6% of teachers stated that they have sufficient access to appropriate instructional materials.
- Time--57.1% of teachers stated that efforts are made to minimize the amount of routine paperwork teachers are required to do.
- Teacher Leadership--100% of teachers stated that the faculty has an effective process for making group decisions to solve problems.
- School Leadership--88.9% of teachers stated that the faculty is recognized for accomplishments.
- Professional Development--77.8% of teachers stated that PD offerings are data driven and 77.8% of teachers stated that PD is differentiated to meet the needs of individual teachers.
- Instructional Practices and Support--76% of teachers stated that the state assessment data are available in time to impact instructional practices.
- Overall--96.3% of teachers believe this school is a good place to work and learn and 100% of the staff believe the results from the TELL Kentucky Survey are being used as a tool for school improvement.

Parent Engagement 2014-2015 (WCCP)

Whitley Central Primary School has several strengths with our overall parental involvement. We realize that strong relationships with parents contribute to effective teaching and learning. We welcome parents and other stakeholders when they are guests of our school. Our visitors are radioed in from the Welcome Center to our front office desk where office staff meet and greet them to offer assistance and direction. We have a volunteer system established through our PAVE (Parents as Volunteer Educators) program. Over 473 PAVE hours were documented at our school last year. We encourage parents to attend school activities and participate in discussion about their child's/children's learning through One-Call alerts, our counselors' webpage, our district's homepage, and items copied and sent home with students to name a few. At anytime throughout the school year parents/guardians may gain access to the parent portal in Infinite Campus to monitor and check student academic progress. Our school staff offers a variety of ways that parents/guardians can share information with teachers about their children's needs through phone and/or email contacts, offering parent teacher conferences, through online classroom webpage communications, through Youth Service Center personnel, and through assistance from the counselors' office. Furthermore, we partner with community leaders to build parent understandings of academic expectations, school strategies, and student achievement reports. Through our SBDM Council, PTO officers and members, various booster clubs, fundraising teams, and other extra-curricular offerings, we provide opportunities to discuss school-wide achievement issues, including assessment data on both a formal and informal basis.

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We also had 333 parents attend Parent-Teacher Conferences in 2014-2015. We maximize attendance at Open House by providing supper and refreshments to all who attend. We had 337 parents attend Open House. Also, we have several entities who set up tables to conveniently meet with parents: higher education, Save the Children Early Steps, 21st Century Cardinal Club offerings, and others from our community.

The district One-Call system reminds parents of such meetings and events. Our marquee at the entrance promotes important information that passersby witness daily. We hold various stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC meetings, PTO meetings, Advisory Councils, etc.) where data is consistently used to plan our school improvement efforts and to evaluate their effectiveness. Through our counselors, FRYSC, and community partners, our school offers PLC opportunities, workshops, and easily accessible written information to equip parents to serve on councils, mentor other parents, and build authentic parent participation at our school. Through our after school 21st Century Cardinal Club programs, several community partners and PAVE support our various learning and enrichment opportunities. Additionally, school council policies ensure active roles for parents on our SBDM council and other committees in making decisions about school improvement. Parents are valued partners on our school leadership teams: PTO, and the FRYSC Advisory Committee. New leadership council is trained and/or mentored in their new school leadership roles by former parent leaders, special training sessions, and/or current parent leaders and school leadership.

As for advocacy, our school ensures that every student has a parent and/or other adult who knows how to speak up for them regarding the student's academic goals and individual needs. Parents are encouraged to participate in conferences or other two-way communication about their child's individual learning goals. Parents participate actively and effectively in required planning of IEPs, ILPs, G/T plans, 504s and intervention strategies. Parents are provided clear and complete information on procedures for resolving concerns and filing complaints. 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. For example, our school's 504 coordinator and special education teachers, District Special Education Director, District G/T Coordinator, communicate with parents regarding the school's expectations for their child and the school's desire to help the student reach the goals set by the school and the parent/guardian. They also communicate with the school regarding the parent's/guardian's expectations of how the school can help them reach those goals as well as their willingness to be an active participant in their child's education. Parents of students identified as having disabilities or performing at the novice level are given additional intervention steps for student advocacy. To support this, our school staff ensures that families have multiple learning opportunities to support their children's learning. School staff communicates specifically with students in the at-risk population through phone and email contacts. Also, our District Ed News promotes learning opportunities and showcases the "latest" and "greatest" within our school system, our weekly letters and Facebook posts communicate upcoming activities and student successes, and classroom newsletters and/or classroom webpages share assignment deadlines and upcoming assessments. Informational bulletin boards are posted throughout the school in hallways, the cafeteria, and in individual classrooms that announce and advertise upcoming important events and deadlines. Proficient student work as well as rubrics demonstrating academic expectations are regularly displayed. In many facets through numerous and varied outlets, we strive to continue strong community partnerships, provide for student advocacy, and build upon learning opportunities for parents.

What does the data/information not tell you?

What the numbers do not reveal is the solution or a "one fits all" corrective plan. That is where our expertise as educators and those who care about students is paramount. Those answers are for us to determine as we carefully examine gap groups, including students with disabilities compared to regular education students and males compared to females subgroups. We will continue to peruse the individual student reports from the assessments to determine trends in content for weaknesses and improvement areas and address those needs. Then we will further narrow the scope to guide daily instructional practices in our classrooms. The key will be to provide differentiated instruction and determine which method(s) suits and appeals to each individual student. Tailoring instructional experiences for individual and unique learning styles of students will require extra time and effort in planning and preparation. Within our school, we are "making great things happen" for the students we serve.

The KPREP data/information does not identify areas of need according to common core standards. The data does not identify the questions that students scored poorly. We do not have access to the test or item analysis of the questions. Therefore, we cannot determine specific domains of strength or weakness; nor can we evaluate whether poorly written questions or confusing assessment characteristics impacted assessment results.

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?

Areas of Strengths

KPREP 2014-2015 (WCIS)

- The school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of math (+10.6%), reading (+10.9%), social studies (+8.1%) and writing (+5.8%).
- The school-wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+11.5%), math (+12.1%), writing (+6.4%), social studies (+9.2%).
- 3rd grade student math performance levels of the 87 tested free/reduced-price students, 41.4% of students were P/D in math. This was 3.4% points above the state average of 38.0%.
- 3rd grade student reading performance levels of the 87 tested free/reduced-price students, 61.0% of students were P/D in reading. This was 16.9% points above the state average of 44.1%.

Program Review 2014-2015

- Arts & Humanities scored 8.5 (Proficient)
 - Practical Living Career Studies scored 9.7 (Proficient)
 - Writing scored 9.0 (Proficient)
 - Kindergarten-3rd Grade scored 11.2 (Distinguished)
 - World Language (N/A)
- o Total of 38.4 points

IOWA Achievement Test 2015 (WCCP)

- Kindergarten had 1.5 grade equivalent in English Language Arts (ELA), 1.2 grade equivalent in math, and a 1.3 grade equivalent Core Composite score.
- Second Grade had 3.1 grade equivalent in English Language Arts (ELA), 3.3 grade equivalent in math, and a 3.2 grade equivalent Core Composite score.

Brigance Screener School-Wide Data 2015 (WCCP)

- 47% of our students are kindergarten ready
- 5% of our students were Kindergarten ready with enrichments

Sustaining the Areas of Strengths & Celebrations

To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Furthermore, our school is implementing a variety of actions to sustain the areas of strength. For example, our teachers participate in training from the district content areas specialists as well as state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from Northwest Evaluation Association (MAP), Star Reading reports, and Program Review data to monitor student growth. Our Save the Children and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

Our school continues to be one of the top performing schools serving a high poverty area in the state. We were above the state average in most of the areas tested. Whitley Central Intermediate is a School of Distinction. The school scored 76.4 overall which placed us in the 95th percentile in the state of Kentucky.

Opportunities for Improvement

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

Opportunities for Improvement

Areas in Need of Improvement:

KPREP

- The percentage of Third Grade students scoring in the P/D category was below the state average in the achievement areas of math (-0.9%) and reading (-1.0%).

MAP FALL 2015

- Reading

- o 46% of Kindergarten students are at or above norm grade level mean RIT
- o 44% of First Grade students are at or above norm grade level mean RIT
- o 45% of Second Grade students are at or above norm grade level mean RIT

- Math

- o 34% of Kindergarten students are at or above norm grade level mean RIT
- o 45% of First Grade students are at or above norm grade level mean RIT
- o 30% of Second Grade students are at or above norm grade level mean RIT

IOWA

- First Grade was below grade level (-0.1) on ELA Total, Math, Core Composite (minus 0.2 from 2014)
- First Grade had 1.9 grade equivalent in English Language Arts (ELA), 1.9 grade equivalent in math, and a 1.9 grade equivalent Core Composite score.

Brigance Screener School-Wide Data 2015 (WCCP)

- 48% were not Kindergarten ready

Improvement Plan

According to test data, our largest areas for improvement are in writing and Third Grade reading and math. 46.7% of students scored proficient in writing and 2.9% of students scored distinguished in writing. In Third Grade reading 35.5% of students scored proficient in reading and 17.8% of students scored distinguished in reading. In Third Grade math 32.7% of students scored proficient and 14% scored distinguished.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. Fifth and Sixth grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from

scrimmage results and use the data to drive instruction during writing lessons.

To help us improve on our reading and math scores, we analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

Our school recognizes various areas of improvement according to our data. To improve our reading, our school will continue to implement "The Phonics Dance!" This is a quick and easy way for primary grade educators to teach phonics and increase students' reading and writing skills. It is multilevel learning at its best, and can provide success for all students, regardless of their developmental level. This is a nationally recognized program which is based on research and meets the standards for the Leave No Child Behind Law. This six-step program offers learning through cost-free strategies that incorporate rhyme, movement and chant. Building on phonemic awareness, students become confident, successful writers. In the process they develop strong decoding skills through the use of "hunking and chunking" to build poise and fluency in reading.

To further differentiate reading instruction, our school will continue to implement Reading Eggs. It is a unique online site where children learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

To further differentiate reading instruction, our school has implemented a new reading series HM Journeys that covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The unique close reading routine builds better readers while also providing intervention for struggling students.

To encourage students to read and go beyond their AR goals, our staff will continue to offer a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning.

In addition, our school will continue to offer more incentives for mathematic goals. We also offer a digital curriculum in math to differentiate instruction to the individual students' needs. We also need to differentiate our instruction for higher level students. Therefore, we'll provide "Math Facts in a Flash." Accelerated Math Fluency measures fluency within 71 levels of addition, subtraction, multiplication, division,

squares, fractions, decimals, and percentages. It reveals how each student is progressing toward a benchmark or is responding to intervention, and targets specific areas for practice to optimize learning. It also keeps parents informed and allows students to practice math facts anywhere with internet access using Renaissance Home Connect. Ideal for students, Accelerated Math Fluency uses a variety of engaging tools to provide frequent, personalized practice. It eliminates paperwork, automatically scores students' work, and provides valuable performance data to support core instruction and intervention.

Conclusion

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

Conclusion

The process of evaluating our completed CSIP will involve continual review and refinement by PLC team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Service Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the development of and evaluation of the CSIP. Whitley Central Primary School will be taking many steps in the future to address areas of concern. Our PLC meetings will be refocused to cover the core content. On Demand Writing opportunities will be provided for all students and will allow them to practice their skills. This will help the students gain the knowledge they need to increase the proficiency rate.

Our goals for the upcoming year include:

1. Increase the average proficiency in math & reading above state average for Third Grade students
2. Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 59% in 2014-2015 to the delivery target of 63% in 2015-2016.
3. Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual program review scores in Arts & Humanities, Writing, K-3, and PL/CS.
4. Ensure that all teachers and principals receive training and are provided support and guidance of the Other Professional Growth and Effectiveness System (OPGES).

To conclude, our next steps will involve every faculty member implementing the strategies and activities included in our plan and providing assistance for them to address, within their classrooms, the goals that we have set to accomplish. We want to reach those subgroups of students with disabilities and the subgroups where gender seems to play a role to close the achievement gaps and successfully reach our delivery targets for proficiency. We will use the list provided in the "Opportunities for Improvement" section of this Needs Assessment as a guide to school improvement.

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:

Whitley Central Primary School will increase TELL Survey results on “faculty is recognized for accomplishments” from 88.9% to 90%.

Measurable Objective 1:

collaborate to recognize faculty for accomplishments to increase the TELL Survey 1.1% by 06/30/2016 as measured by School Leadership section of the TELL Survey.

Strategy1:

Accomplishments - Staff will be recognized for perfect attendance, growth on predictive assessments (MAP/STAR) and SGG. Staff will also be recognized for the percentage of students reaching eager/independent reader status. Teachers will also be recognized for achieving Renaissance Reading Model/Master classroom.

Category: Management Systems

Research Cited: THE HAPPINESS ADVANTAGE. BY SHAWN ACHOR

Activity - Recognition & Praise	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be recognized for perfect attendance with flowers and gift cards. Teacher coupons will be given for growth on predictive assessments (MAP/STAR) and SGG. Staff will also be recognized for the percentage of students reaching eager/independent reader status. The teachers name will be called along with student's name at an assembly celebrating the accomplishment. Teachers will also be recognized for achieving Renaissance Reading Model/Master classroom in the newspaper, Facebook, webpage, and District Ed News (DEN).	Policy and Process	07/01/2015	07/30/2016	\$0 - No Funding Required	Principal

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

Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by

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KPREP delivery targets..

Strategy1:

Math & Literacy Initiative - The 21st Century Community Learning Centers Grant known as the Cardinal Club will provide supplemental instructional services to students to enhance their academic performance. Cardinal Club will provide cultural enrichment and recreational opportunities to students. Cardinal Club will also serve parents of participating children through adult education and family literacy activities to assist parents in becoming more active participants in their children's education.

Category: Continuous Improvement

Research Cited:

Activity - Cardinal Club Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips. Volunteers will serve as math tutors.	Extra Curricular	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Site Coordinator, Principal, District Grant Coordinator

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/17/2015	05/10/2016	\$42000 - Other	Teachers, Principal, District Grant Coordinator

Strategy2:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

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Category: Learning Systems

Research Cited:

Activity - Grade Level Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

Strategy4:

School Readiness - Identify early childhood (EC) providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry

Category: Early Learning

Research Cited:

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Analyze BRIGANCE Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	05/10/2016	\$500 - Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Define School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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Activity - Gather Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Strategy5:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Early Learning

Research Cited:

Activity - Internal program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit PR ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, FRC, Principal, SBDM Council

Strategy6:

Literacy Initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/17/2015	05/10/2016	\$1500 - Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

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

Goal 1:

All students at Whitley Central Primary School are screened for kindergarten readiness and the percent of kindergarten readiness will improve from 47.4% to 68.6% in 2019.

Measurable Objective 1:

collaborate to screen all kindergarten students at Whitley Central Primary School by 12/09/2015 as measured by Brigance Early Childhood Screener.

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Strategy1:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Childhood Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

Activity - BRIGANCE screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartens at school entry with the common statewide screener (BRIGANCE). information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Strategy2:

Preschool Transition Meetings - Whitley Central Primary School will invite incoming kindergartners and their parents to Preschool/Head Start/ Early Head Start Orientation Parent Meetings. They will tour the school, meet the kindergarten teachers, visit the kindergarten rooms. Teachers will discuss the kindergarten readiness screener and how parents can help their child be prepared.

Category: Stakeholder Engagement

Research Cited: Henderson, A., Mapp, K., Johnson, V. and Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The New Press.

Activity - Preschool/Head Start/ Early Head Start Orientation Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school planned and developed preschool transitional strategies. The teachers reviewed and shared the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students to distribute school readiness definition to EC community and parents of incoming kindergarten students.	Community Engagement Parent Involvement	09/28/2015	04/07/2016	\$0 - No Funding Required	Teachers, Principal, Preschool Bell-Whitley Head Start

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

Goal 1:

All students at Whitley Central Primary School are screened for kindergarten readiness and the percent of kindergarten readiness will improve from 47.4% to 68.6% in 2019.

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Measurable Objective 1:

collaborate to screen all kindergarten students at Whitley Central Primary School by 12/09/2015 as measured by Brigance Early Childhood Screener.

Strategy1:

Preschool Transition Meetings - Whitley Central Primary School will invite incoming kindergartners and their parents to Preschool/Head Start/ Early Head Start Orientation Parent Meetings. They will tour the school, meet the kindergarten teachers, visit the kindergarten rooms. Teachers will discuss the kindergarten readiness screener and how parents can help their child be prepared.

Category: Stakeholder Engagement

Research Cited: Henderson, A., Mapp, K., Johnson, V. and Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The New Press.

Activity - Preschool/Head Start/ Early Head Start Orientation Parent Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school planned and developed preschool transitional strategies. The teachers reviewed and shared the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students to distribute school readiness definition to EC community and parents of incoming kindergarten students.	Community Engagement Parent Involvement	09/28/2015	04/07/2016	\$0 - No Funding Required	Teachers, Principal, Preschool Bell-Whitley Head Start

Strategy2:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Childhood Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Research Cited: All assessments in the Early Childhood Screen II have been nationally standardized producing results that are highly reliable, valid, and accurate.

Activity - BRIGANCE screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartens at school entry with the common statewide screener (BRIGANCE). information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth.	Academic Support Program	08/19/2015	12/09/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

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

Goal 1:

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Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, computer games, and teacher resource books to increase student performance in reading and math.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Early Learning

Research Cited:

Activity - Internal program review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit PR ratings and information into ASSIST for district and state review. Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, FRC, Principal, SBDM Council

Strategy3:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Category: Learning Systems

Research Cited:

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Activity - Grade Level Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

Strategy4:

Literacy Initiative - Students will be rewarded for different achievement levels in reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level.	Other	08/17/2015	05/10/2016	\$1500 - Other	Principal, Teachers, FRC, PTO Officers, SBDM Council

Strategy5:

Math & Literacy Initiative - The 21st Century Community Learning Centers Grant known as the Cardinal Club will provide supplemental instructional services to students to enhance their academic performance. Cardinal Club will provide cultural enrichment and recreational opportunities to students. Cardinal Club will also serve parents of participating children through adult education and family literacy activities to assist parents in becoming more active participants in their children's education.

Category: Continuous Improvement

Research Cited:

Activity - Cardinal Club Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be provided in collaboration with community partners and through integration with other program activities and field trips. Volunteers will serve as math tutors.	Extra Curricular	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Site Coordinator, Principal, District Grant Coordinator

Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/17/2015	05/10/2016	\$42000 - Other	Teachers, Principal, District Grant Coordinator

Strategy6:

School Readiness - Identify early childhood (EC) providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry

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Category: Early Learning

Research Cited:

Activity - Analyze BRIGANCE Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments.	Policy and Process	08/04/2014	05/01/2015	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Gather Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from early childhood (EC) providers to get to know the incoming K learners.	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - ELLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Policy and Process	08/17/2015	05/10/2016	\$500 - Other	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - BRIGANCE Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE)	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Activity - Define School Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribute school readiness definition to EC community and parents of incoming K students.	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Preschool, Bell-Whitley Head Start

Goal 2:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

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Strategy1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze student data and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs

Category: Continuous Improvement

Research Cited: Differentiation research based on the work by Carol Ann Tomlinson

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Math Facts in a Flash, Mega Math, Curious George to supplement the Go Math curriculum. Teachers will align our mathematics instruction more closely to the KAS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KAS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$450 - General Fund	Teachers, MIT, Principal, curriculum coordinator

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use the Math Facts in a Flash, Dreambox, or other math computer applications and programs.	Academic Support Program	08/17/2015	05/10/2016	\$500 - General Fund	Teachers, MIT, curriculum coordinator

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum K-6th grade, identify gaps in mathematics instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator

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Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KAS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator, MIT

Strategy2:

Math Instructional Initiatives - The following activities will address reducing the percentage of novice students in math.

Category: Continuous Improvement

Research Cited:

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0 - District Funding	Teachers, Principal, Curriculum Coordinator

Activity - Special Education Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Resource Teachers and assistants will use the Envision and Touch Math as an intervention Curriculum to help students with disabilities gain competence in mathematics. Thirty minutes of daily math intervention is also provided by the special education teachers/assistants for all students with a disability in math. Progress monitoring data is kept by the special education teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Other	SPED Teachers, SPED instructional assistants

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teacher, Principal, Curriculum Coordinator

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Activity - Math Intervention Teacher (MIT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT collaborates with administrators and teachers in the student identification process to target students performing below grade level. The interventions combine differentiated classroom instruction and supplemental interventions within small group settings. MIT teacher provides specialized training and ongoing professional development for teachers, who work with struggling math students in K-2 grades. The MIT provides training and support for classroom. The MIT maintains Dates of Record (DOR) for each student using the template provided on the KCM. The MIT will collaborate with regular classroom teachers to improve the mathematics instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	MIT, Teachers, Principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family Math Night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/10/2016	\$0 - Grant Funds	MIT, Teachers, Principal, Curriculum Coordinator

Activity - Dream Box	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The MIT teacher enrolls the math intervention students into the Dream Box program. Dream Box allows students to make gains in math proficiency by streamlining the instruction to target the users unique learning profile. Dream Box Learning Math and its Intelligent Adaptive Learning technology is researched-based, and fits within the RTI model. The program builds conceptual understanding and procedural fluency.	Technology	08/17/2015	05/10/2016	\$500 - General Fund	MIT Teacher, Principal

Activity - Math Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and interventionists will use the MAP Math Assessment data to facilitate instruction to determine areas where reteaching is needed and to group students for intervention. The MAP Math Assessment is used as our district universal screener. Progress monitoring is conducted once a week using AIMSweb for all students participating in a math RTI. Teachers, school curriculum coordinator, principal, interventionists and students are analyzing individual progress data and setting goals for improvement. Diagnostic reports guide the instruction provided in intervention groups. Tier II and Tier III student data meetings are held for the purpose of reviewing student data, regrouping of intervention students, planning instruction and setting new student objectives.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, MIT, Principal Curriculum Coordinator, SPED Teachers

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Goal 3:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy1:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze student data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited: Differentiation research based on the work by Carol Ann Tomlinson

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The Leveled Literacy Intervention curriculum will be used for Tier III reading students. For enrichment, students will use the Rigby Leveled Readers, above level chapter books and above level non-fiction texts. Differentiated literature circles will occur for 60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between the students to increase comprehension of the texts. Students will also use the following computer programs to increase reading fluency: Reading Eggs, Starfall, Accelerated Reader.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal,

Activity - Special Education SRA Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Resource Teachers and assistants will use the SRA and Read Well as an intervention curriculum to help students with disabilities gain competence in reading. Thirty minutes of daily reading intervention is also provided by the special education teachers/assistants for all students with a disability in reading. Progress monitoring data is kept by the special education teachers. Students are grouped according to their levels and individual needs.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Other	SPED Teachers, SPED Instructional Assistants, Director of SPED, Principal, Teachers

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Activity - Houghton Mifflin Harcourt Rigby Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Rigby PM series of precisely leveled fiction and nonfiction texts to provide rigorous and aligned instruction and weekly formative assessments. Rigby PM leveled readers systematically build high-frequency words and reading skills.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, curriculum coordinator

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum K-6th grade, identify gaps in reading instruction and plan strategies to close these instructional gaps.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, library media specialist, curriculum coordinator

Strategy2:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Research Cited:

Activity - Comprehensive Intervention Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Comprehensive Intervention Model (CIM) is a well-coordinated, systemic and seamless design for providing for reversing the reading failures through layers of instructional interventions that combine differentiated classroom instruction and supplemental interventions within small group and one-to-one settings. Reading Recovery teacher leaders provide specialized training and ongoing professional development for intervention teachers, who work with struggling readers in K-2 grades, including Reading Recovery in first grade. Literacy Coaches provide training and support for classroom and early intervention teachers.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	Reading Recovery Teachers, Teachers, Principal, Reading Coach

Activity - Eager Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergartners will work toward "Eager Reader" status. Students will be able to identify at least 100 sight words, have scored at the Transitional Reader level on the STAR early Literacy Test, and independently read two AR books between 0.8-1.0 level and independently take the corresponding AR quiz.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Reading Recover Teachers, Principal

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Activity - Cardinal Club Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cardinal Club will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. Cardinal Club activities will use the Reading Coaches model to target specific reading skill in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours. Students identified as needing academic intervention will be referred to after school programs offered by 21st Century Cardinal Club.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	Teachers, Principal, District Grant Coordinator, Site Coordinator

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Reading Recovery serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	Teachers, RR teachers, Reading Coach

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentile.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, PCL Teams, Reading Coach, Reading Recovery Teachers

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the class room. The centers are leveled by STAR data and designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal

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Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district requires students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	teachers, Reading Recovery Teachers,

Activity - Reading Rangers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Reading Rangers after school literacy program provides children in kindergarten through 2nd grade with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency-building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Reading Rangers.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	Teachers, STC coordinator, Principal

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities.	Community Engagement	08/17/2015	05/17/2016	\$0 - No Funding Required	RR teacher, principal, district reading coach

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement. Emergent reader activities are also available for children in kindergarten and first grade.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Grant Funds	Teachers, STC coordinator, Principal

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-base and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

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Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Other	Teachers, Principal

Activity - AR Point Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. For example, kindergarten students can become a member of the 35, 50, 75, 100, 125, 150, 175, 200 point AR Club and earn t-shirts. First grade students can become a member of the 75, 100, 125, 150, 175, 200, 225, 250 or 275 point AR Club and earn t-shirts. Second grade students can become a member of the 100, 125, 150, 175, 225, 250 or 275 point AR Club and earn t-shirts.	Academic Support Program	08/17/2015	05/10/2016	\$0 - Other	Teachers, PTO, Principal, Reading Recovery teachers

Activity - Independent Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By the first semester, First Grade students must be able to recognize 150 Dolch Sight Words, have accumulated 10 AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.3 level and must score at least 80% accuracy. If a student doesn't meet the requirements by the end of the first semester, the second semester requirements increase. First Grade students must be able to recognize 185 Dolch Sight Words, have accumulated 25AR points, be able to independently log their book into the student reading log, be able to independently log into the computer, AR program, and AR test, and be able to independently read and test on at least 2 uncirculated books that are a 1.5 level and must score at least 80% accuracy.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 59% to 63% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Involvement - Cooperation among parents, teachers, community, and business partners fosters a team effort and enables schools to maximize instructional time and resources for students. They become team members in education!

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading/math nights once a month to increase parent involvement in the learning process. Family reading/math night encourages parents & students to become life long learners. The school attracts families and students using monthly themes and different fun games/activities. The FRC center offers parents gas vouchers through drawings. Students often perform "Reader's Theater" on these nights. STC offers a healthy snack to the parents.	Parent Involvement	08/17/2015	05/10/2016	\$2400 - Title I Part A	RTA teacher, MIT teacher, principal, District Reading Coach, District Math Coach

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make a tremendous impact in the success of parent and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	05/10/2016	\$0 - No Funding Required	Title 1 Community Liaison, Teachers, Principal

Strategy2:

Math & Literacy Initiative - To improve the literacy gap, teachers, principal, and the Save the Children (STC) coordinator will review Renaissance Place STAR Early Literacy Reports & Reading Recovery test observation survey to determine placement in the literacy initiative program. To improve the math gap, teachers, principal, and the math intervention teacher (MIT) will review the students' norm-referenced scores to determine initial placement in the math initiative program. The selected students will take an additional diagnostic Advantage test

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from the MIT to determine placement in the math intervention program.

Category: Continuous Improvement

Research Cited:

Activity - Reading Rangers/Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC program uses In-school and after-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners, while our STC SummerBoost program supports full-year educational progress. The MIT implementation of mathematics diagnostic assessment and intervention services and program(s) will address the needs of students in the primary program who are struggling with mathematics. The diagnostic assessment and intervention services and program(s) promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, STC Coordinator, MIT, Principal

Strategy3:

Professional Development - Teachers will be provided professional development opportunities to enhance reading/math knowledge and strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth & Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy & math performance to determine professional development needed for instructional improvements and interventions. Attending teachers will share the new ideas and strategies during teacher meetings and PLC's.	Professional Learning	08/17/2015	05/10/2016	\$1500 - General Fund	Principal, Teachers, SBDM Council, BOE

Strategy4:

Digital Learning - Integrate digital content into curriculum.

Category: Integrated Methods for Learning

Research Cited:

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly. (ie) AIMSweb, AR, Starfall, Tumbleweed, Mangahigh, Classdojo, Reading Eggs, Math Mania, and Smart Response System clickers	Technology	08/17/2015	05/10/2016	\$1000 - General Fund	Teachers, Principal

Strategy5:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

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Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress	Policy and Process	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, SBDM Council

Strategy6:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Category: Continuous Improvement

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the intervention strategies and student growth through weekly probes	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal

Strategy7:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Category: Learning Systems

Research Cited:

Activity - Predictive Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal and SBDM council will review student performance to determine student needs, student abilities, and student placement.	Other	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principal, SBDM council

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.

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Goal 1:

Increase the Program Review "Practical Living Career Studies score from 9.7 (Proficient) in 2015 to 10.5 (Proficient) in 2016.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, K-3, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program by 06/01/2016 as measured by .8% increase in PL/CS program review..

Strategy1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content areas teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Pilot for World Language and Global Competencies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Pilot Program review for World Language and Global Competencies	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, PLC Team Leaders, District Program Review Coordinator, Curriculum Coordinator

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	08/17/2015	05/25/2016	\$0 - No Funding Required	Evidence Manager, PLC Team Leaders, Teachers

Activity - Program Review Submissions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	08/17/2015	04/28/2016	\$0 - No Funding Required	Teachers

Phase II KDE Assurances - School

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	We conducted our needs assessment during the following: Early Release Day 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

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	Mandatory Professional Development Days are held at the beginning of the school year. PLC Team Leader meetings and School-wide PLC Team Meetings are held as needed.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school planned and developed preschool transitional strategies on early release day on October 28, 2015 and on November 3, 2015. The preschool transition strategies were also reviewed by the SBDM council during monthly meetings. In addition, the teachers reviewed the preschool transition strategies during PLC meetings The Preschool/Head Start/ Early Head Start Orientation Parent Meetings were held on September 18th at the beginning of the school year and on April 7th at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students.	

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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	We conducted our needs assessment during the following: Early Release Day 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Software was utilized to provide additional instruction for students experiencing difficulty mastering achievement standards.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The application and interview process is centered around the recruiting of highly qualified teachers. New teachers participate in a district-provided New Teachers Academy. Professional Development and Flex Time opportunities provide support for teacher growth and retention. A veteran mentor, who is in close physical proximity within the building and part of the same professional community, is assigned by the principal to each new teacher.	

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	Munis Reports. SBDM Council minutes and District financial records are available for review.	

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	During fall & spring semesters Parent Night events, teachers & parents discuss student assessment results. We actively recruit parent members for our PTO and SBDM council. Parents are informed of school events and assessments through the one-call system, & district & school webpages. 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.	

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Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	We have incorporated the other nine school-wide planning criteria.	

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	For specific Professional Development (24 hours) and Flex Time (30 hours) opportunities offered, refer to sign-in documents on file with the school's Curriculum Coordinator and District Professional Development Coordinator. The school planned or provided appropriate professional development activities for staff members who will be serving students. All records of PD can be found on ePD.	

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	Upon the release of school assessment results, our PLC Team Leaders and Team Members thoroughly analyze the data to make informed, strategic, and intentional instructional decisions. The CSIP is updated annual and it is reviewed at check points throughout the year by SBDM council and changes are made when necessary.	

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	Based on student gap data and individual student disaggregated data, eligible students are identified.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We conducted our needs assessment during the following: Early Release Day 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

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.	Yes	We collaborate with 21st Century Learning Communities grant program, Carl D. Save the Children grant program, Math Achievement Fund grant program, to name a few, to integrate a wide variety of school-planned activities. Students are provided access to: guest speakers, community stakeholders, community employers, and enrichment field trips. The school planned activities to coordinate and integrate with other federal, state, and local programs (Head Start, 21st Century, Save The Children, Read to Achieve, Math Intervention, Reading Recovery).	

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	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 (Data Rooms, RTI monitored on AIMSweb, PLC meetings).	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school planned activities that coordinate with and support the regular educational program (Family Reading & Math Nights, STC, 21st Century).	

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	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 (Data Rooms, RTI monitored on AIMSweb, PLC meetings).	

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		

KDE Comprehensive School Improvement Plan

Whitley County Central Primary School

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	Munis Reports. SBDM Council minutes and district financial records are available for review.	

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	The school planned or developed strategies such as Family Reading & Math Night 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. Our policy provides a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards. We provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.	

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

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	For specific Professional Development (24 hours) and Flex Time (24 hours) opportunities offered, refer to sign-in documents on file with the school's Curriculum Coordinator and District Assistant Professional Development Coordinator.	

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	We conducted our needs assessment. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. The CSIP is reviewed by the SBDM counsel.	

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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	CSIP is located on the BOE home page. http://www.whitley.k12.ky.us/Whitley_Board/centraloffice/Plans_files/Primary%20CSIP.pdf	

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.	No	Not applicable because all our teachers are certified in their field of instruction.	

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	We conducted our needs assessment during the following: Early Release Day 10/28/15 and Professional Development Day 11/3/15. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. At the beginning of the school year, there were three mandatory Professional Development Days offered.	

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.	Yes	On the Title I Ranking Report, none of these positions are listed.	

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

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	The school ensures that all paraeducators 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.	

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

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	The school scheduled noninstructional duties for paraeducators working with targeted students demonstrating that the duties are on a limited basis only	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size requirements without using Title I funds. Information regarding cap size and personnel assignments is available at the Central Office.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Information regarding cap size and personnel assignments is available at the Central Office.	

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?

Brandon Anderson, Principal

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Charlotte Bennett

21st Century Site Coordinator, Cindy Shelley

Cardinal Club 21st CCLC Advisory Council

Family Resource Advisory Council

Save The Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrey, Debora Strunk, & Linda Watson

Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Bowman (teacher), Judy Petrey (parent), Shanna Doan (parent)

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate Assistant Principal, Steve Powers

Whitley Central Intermediate 3rd Grade Lead Teacher, Jodie Gambrell

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Melissa Douglas

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Relationship Building

Overall Rating: 3.0

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 2.86

	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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Whitley County Central Primary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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: 2.83

	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 council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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: 3.0

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	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.

Our school is implementing several actions to sustain the areas of strength. For example, to sustain communications, our school staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children by using classroom contracts, student assignment books, homework websites, and online grade books. In addition, our school staff offers varied ways that parents can share information with teachers about their children's learning needs by using phone and e-mail contacts, offering parent conferences, and making home visits. Furthermore, school staff implements systematic efforts to maximize parent-teacher conference participation by offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.

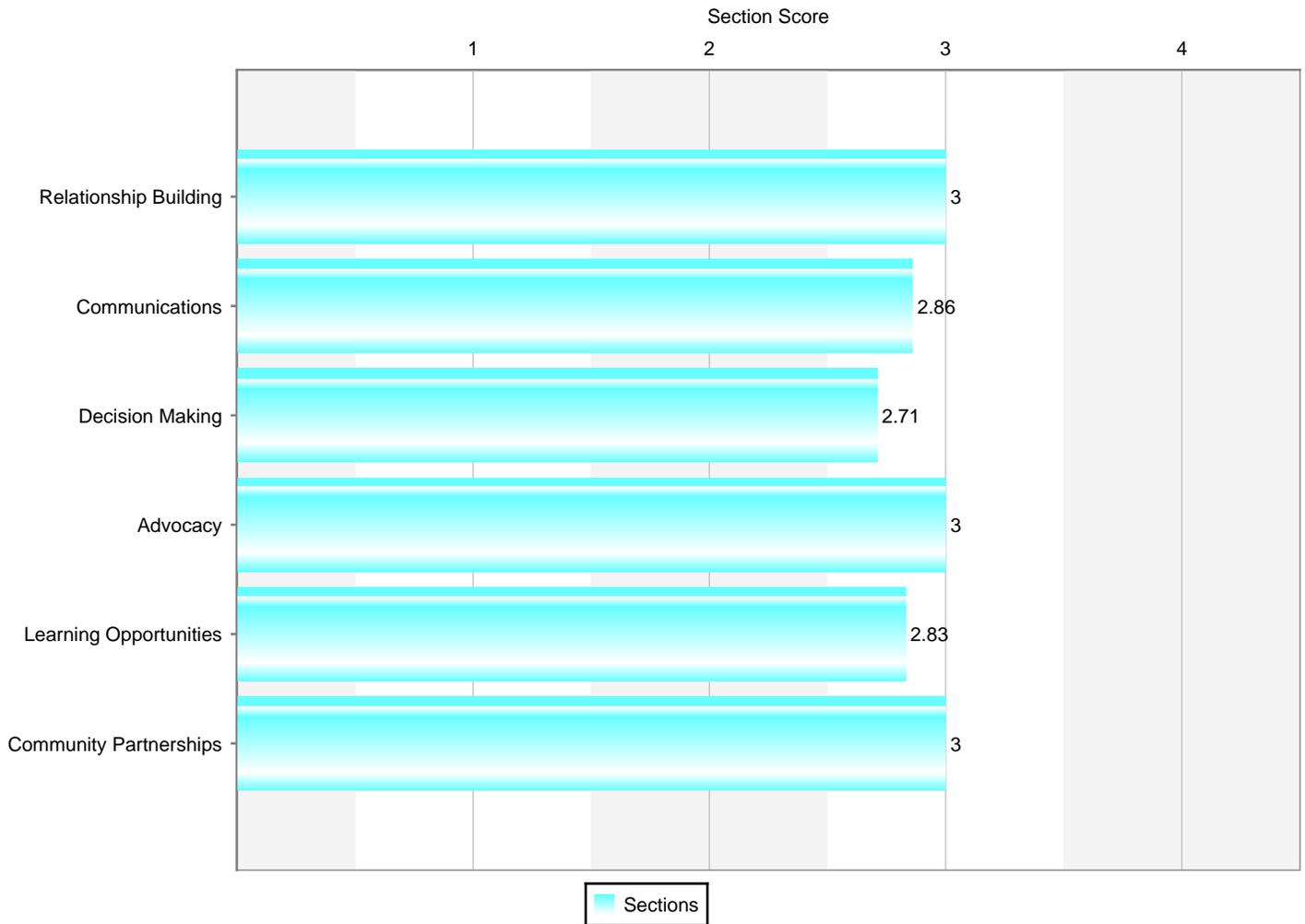
Our school is also implementing several actions to sustain the areas of strength in relationship building. For example, school staff implements systematic steps to welcome the parents of new and ESL students by using home visits, personal calls or letters, open houses, and/or other methods. In addition, our school staff continue to actively welcome parents and other stakeholders when they visit the school. Furthermore, school staff involves parents in personal communication about their students' progress at least once a month by using notes, phone calls, student reading logs, and progress reports.

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

Our area in need of improvement was learning opportunities. To improve learning opportunities, our school staff makes systematic use of written communications by using newsletters, web sites, and bulletin boards to help parents understand their own children's academic progress and the progress of school. In addition, our school staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. Furthermore, our school staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs through our PAVE program and our PTO organizations.

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.

The data gathering and data disaggregation process was conducted by PLC team leaders, core content team managers, and team members in conjunction with the SBDM Council. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Recent assessment results and the school report card were the primary sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities.

We analyzed state test scores to develop specific plans which target improvement areas. We worked diligently to reduce achievement gaps that exist. Our Administration and PLC Teams provided guidance as we refined our curriculum, employed research-based instructional practices and implemented practice assessment strategies. PLC Team Leaders met weekly with the Curriculum Coordinator and Principal to discuss curriculum, instruction, and assessment. Team members turned in curriculum checklists and parent contact logs each nine weeks. PLC Teams met to ensure the latest instructional information was being shared with all team members. The priority focus at all meetings is on student achievement. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the evaluation of the CSIP. We involved every faculty member implementing the strategies and activities included in our plan and provided assistance for them to address, within their classrooms, the goals that we set to accomplish. We strived to reach those subgroups of students with disabilities and gender inequalities to close the achievement gaps to successfully reach our delivery targets. We used the list provided in the "Opportunities for Improvement" section of the CSIP Needs Assessment as a guide.

Other ways in which we will engage and collaborate with stakeholders include: 21st Century Cardinal Club and Save the Children Afterschool Programs and partners, Youth Service Center and Advisory Council, District Support Staff and the Board of Education, SBDM Council.

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

Brandon Anderson, Whitley Central Primary Principal
Susan Brashear, Whitley Central Intermediate Principal
Charlotte Barnett, FRYSC Director Whitley Central Primary
Wilma Grubb, FRYSC Assistant Whitley Central Intermediate
Joy Begley, WCCP Save the Children Program Coordinator
Tonya Frazier, WCCP Save the Children Program Coordinator
Cindy Shelly, WCCP 21st Century Site Coordinator
Susan Brashear, WCIS 21st Century Site Coordinator

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Vicky Walden--Kindergarten

Lisa Sweet--First Grade

Michelle Shelley -Second Grade

Jody Gambrell- Third Grade

Kelly Clemens- Fourth Grade

Melissia Douglas- Fifth Grade

Kim Lake- Sixth Grade

Mike Johnson - Special Education

WCCP Program Review Leaders

Lisa Sweet--Program Review Executive

Lisa Sweet--K-3 Program Review

Michelle Shelley--Writing Program Review

Stephanie Jones - PLCS & PLCS Program Review

Sacha Bargo - Arts & Humanities & Arts & Humanities Program Review

Teresa Brock - World Language

WCIS Program Review Leaders

Connie Reeves--K-3 Program Review

Jennifer Meadors--Writing Program Review

Brian Stewart - PLCS & PLCS Program Review

Sue Ann Bryant - Arts & Humanities & Arts & Humanities Program Review

Cindy Moses - World Language

WCCP Site-Based Decision Making Council

Brandon Anderson, Principal

Stephanie Jones, Teacher

Chris Angel, Teacher

Jamie Bowman, Teacher

Judy Petrey, Parent Representative

Shanna Sloan, Parent Representative

Beth Bay, WCCP PTO President

Sherri Stanek, WCCP PTO Treasurer

WCIS Site-Based Decision Making Council

Susan Brashear, Principal

Mike Johnson, Teacher

Brian Stewart, Teacher

Elizabeth Kidd, Teacher

Anna Smith, Parent Representative

Kellie Anderson, Parent Representative

Whitley Central Primary Elementary Teachers

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Whitley Central Intermediate School Teachers

District Support Staff:

Paula Rickett, District Assessment Coordinator and Title I Coordinator

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and CIITS Contact

Ruth Osborne, District Science Coach and G/T Coordinator

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

Monthly SBDM meetings followed by PTO meetings as necessary

Weekly PLC Team Leader meetings

School-wide PLC team meetings bi-monthly

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 30, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 30, 2015	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 31, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

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

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	According to the review of the data, there are little to no opportunities for teacher in our district to engage in effective job embedded training for teaching students of poverty.	

What are the barriers identified?

Barriers identified include:

- *high rate of poverty
- *lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status
- *low percentage of National Board Certified Teachers
- *decreased funding for professional development

What sources of data were used to determine the barriers?

- *District/School Report Card
- *District Professional Development Plan
- *Professional Development survey
- *PGES data
- *TELL Survey

What are the root causes of those identified barriers?

Root causes include:

- *professional learning is not aligned to educator need (learning for students of high poverty)
- *inconsistent induction and mentoring opportunities
- *teachers not prepared to meet the diverse needs of low income students
- *district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty

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

PGES data indicates that 100% of our teachers and leaders are classified as exemplary or accomplished as compared to 93% of the state. The data also indicates that 100% of our teachers and leaders received a high or expected student growth rating. Working conditions constructs most closely connected to teacher retention and student achievement averages 93.9%. In the 2014-2015 school year, our district

had a low percentage (4.4%) of new and Kentucky Teacher Internship Program (KTIP) teachers. Current data indicates that the percentage is even lower this year at 2.0%. Furthermore, data indicates that our district has 11.5% teacher turnover rate. The analysis of this data indicates that our district is providing ALL students access to effective teachers. Training and professional learning focused on teaching students in poverty will improve our student achievement.

Equitable Access Strategies

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

Site-Based Decision Making (SBDM) Councils' policies address assignment of students to classes and programs within the schools. (02.4241 School Council Policies).

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

Data is used to place students in reading and math intervention classes. Furthermore, students may also receive enrichment assignments in math, English/language arts, science, and social studies at the elementary school level. Data is also used to refer and encourage students to attend 21st Century Community Learning Centers that focus on academic intervention and enrichment activities along with youth development activities. Clubs are offered that focus on academics, physical fitness, character education, and leadership.

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

The PLC teams analyzes school and student level data to collaborate and support in addressing their improvement areas in regards to student achievement and growth. The PLC teams works closely with low performing students to collaboratively develop watch lists to identify students who are not progressing or are at-risk. Data walls and student learning plans are also used to identify individual students.

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

The school strictly adheres to board policy (03.11.AP.1) in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy (02.4244) and the Superintendent completes the hiring process.

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

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According to the 2015 TELL Kentucky Survey, 96.3% of teachers indicate that their school is a good place to work and learn. 96.6% of teachers reported that they have sufficient access to and support with facilities and resources and that they are recognized, trusted, and encouraged to be effective teachers and teacher leaders. 88.9% of teachers reported that they are recognized for their accomplishments, and 100% of teachers stated that the faculty has an effective process for making group decisions to solve problems

Incentives include:

- *Tenure
- *Transfer of tenure
- *Highly Qualified status
- *Salary supplement for National Board Certified Teachers
- *Change in rank or experience (salary increase)
- *Teacher leadership opportunities

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

School supports for first year, inexperienced, and out-of-field teachers include:

- *Kentucky Teacher Internship Program (KTIP)
- *New Teacher Academy
- *Mentoring
- *Coaching (Reading, Math, Science, Writing)

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

Professional learning needs of a teacher with an effectiveness rating below accomplished will be addressed through various avenues:

- *District coaching support
- *Individualized professional learning plan - in addition to the Professional Growth Plan
- *Co-teaching
- *Release time for observing effective teachers
- *Mentoring from experienced, effective teachers

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

TELL Kentucky Survey results are analyzed using the district summary results to identify areas for improvement. Strategies and activities for improvement will be developed and addressed in the CSIP. Data will be drilled down to grade level to identify areas to be addressed in each grade and class room support will be provided.

Questions

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

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.

Strategy 1:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

Strategy 2:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Strategy 3:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 59% to 63% by 06/30/2016 as measured by KPREP delivery targets.

Activity - Analyze Data Activity

Activity - Intervention Activity

Strategy 1:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Activity

Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards

Strategy 6:

School Readiness - Identify early childhood (EC) providers (e.g., preschool, Head Start, child care, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry

Activity - Analyze BRIGANCE Data

Goal 3: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading.

Category: Continuous Improvement

Activity - MAP Reading Activity

Activity - RTI Activity

STAR Reading Activity

Goal 2: Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP

Strategy 1:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Activity - Grade Level Team Meetings

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Activity - PLC Meetings

Goal 4: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments as well as the MAP Mathematics Assessment.

Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze student data and to plan engaging instructional lessons.

Teachers will use the progress monitoring data to differentiate instruction to meet students' needs

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Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity

Activity - Supplementary Mathematics Curriculum

Activity - Differentiated Mathematics Instruction

Activity - Professional Learning Communities

Activity - Math Progress Monitoring

Activity - Special Education Mathematics Curriculum

Goal 5: The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Measurable Objective 1:

collaborate to analyze the results of the TELL Survey by 06/30/2016 as measured by PLC Team recommendations from data review.

Strategy 1:

TELL Survey Utilization - Faculty will work collaboratively with school administrators to ensure the TELL Survey results are analyzed

Activity - Utilize TELL Survey Responses

Goal 6: Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual program review scores in Arts & Humanities, Writing, K-3, and PL/CS

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, k-3, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program by 06/01/2016 as measured by data recorded in the ASSIST tool.

Strategy 1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content areas teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Activity - Program Review Submissions

Activity - Internal Program Review