



Comprehensive School Improvement Plan

Whitley County North Elementary School

Whitley County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

According to the data, our school serves 332 students, of which only 5% are minority students, as compared to 22% of minority students in Kentucky. Our percentage of minority students is slightly higher than the average percentage of minority students served by our district.

90.9 % of our students come from poverty as evidenced by our free/reduced priced meals recipients. This number is significantly higher than the district average (81.4%) and the state average (60.3%).

Only 0.6% of our student population are English Language Learners as compared to 3.8% of the state population of students.

As in the state and district, 100% of our teachers teach courses within their field. Our teachers have an average of 15.6 years of experience, which is higher than the state average of 11.8 years of experience. 87.5% of our teachers have a Master's or Rank I Degree, as compared to an average of 76.7% for the state. We have no teachers who are National Board Certified.

We also analyzed our average daily attendance rate, as we see a correlation between poor individual student attendance and poor performance on standardized assessment measures. Our 94% ADA is equal to that of our district and 1% below the state average.

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

What are the barriers identified?

*Students entering Preschool and Kindergarten are not socially, emotionally, or academically prepared for school and are, therefore, already

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behind their same age peers when they begin school. According to the Brigance Early Childhood Assessment, 71% of our Kindergartners do not possess the skills necessary to be classified as Kindergarten ready.

*90.9% of our students qualify for free lunch, which indicates that a significantly higher percentage of our students live in poverty as compared by the local, state, and national averages.

*Few professional learning opportunities are available to specifically address overcoming the barriers faced by students of low socioeconomic status.

*Professional development funds have been reduced.

*With a large number of students being enrolled in our school in every grade level throughout the school year, most with limited support systems at home, we have had to devote more time to behavioral issues as students adjust to our school expectations and changes in their environments.

*A significant number of our students are diagnosed with social/emotional disorders which have a negative impact on their academic achievement and motivation.

*With a poverty percentage of 90.9% and a homeless rate of 6.3%, a percentage higher than both the district (5.5%) and the state (4.2%), we have students who are not having their basic physiological and safety needs met and cannot, therefore, attend to their educational needs as well as their same aged peers.

What sources of data were used to determine the barriers?

*Dial 4 Assessment (Preschool screening results)

*Brigance Early Childhood Assessment (Kindergarten screening results)

*KY School Report Card

*Tell Survey data

*Infinite Campus statistics

*Family Resource Center survey results

What are the root causes of those identified barriers?

*Research shows that Kindergarten readiness is impacted by children's socioeconomic status.

*The median household income for our county is \$32,255 with 29.8% of the population below the poverty level, as compared to a state median household income of \$43,342 with 18.5% below the poverty level.

*Professional development sessions target academic and curricular programs rather than strategies to remove barriers faced by students of low socioeconomic status, high poverty, and social/emotional diagnoses.

*Research shows that students' physiological, safety, and psychosocial needs must be met before schools can successfully meet their educational needs.

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

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

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

OR

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

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

Goal 1:

Maintain the percentage of effective teachers at 100% in 2016 through 2020.

Measurable Objective 1:

collaborate to maintain the effectiveness of our teachers by 06/01/2017 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Research Cited:

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Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/25/2016	06/30/2017	\$1000 - General Fund	District Office, Principal, and Teachers

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/25/2016	05/31/2017	\$0 - No Funding Required	District Office Staff, Principal, and Peer Observers

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be oriented to changes and updates to the Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/08/2016	09/05/2016	\$0 - No Funding Required	District Office and Principal

Activity - Job-embedded Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided common planning times and professional learning opportunities that can be taken advantage of during common planning times and/or other times during the instructional day to ensure continuous and cooperative professional learning.	Professional Learning	08/15/2016	05/31/2017	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/25/2016	06/30/2017	\$1000 - General Fund	District Office, Principal, Teachers, and SESC Coaches

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will reflect upon their professional strengths and weaknesses, as evidenced by classroom observation data, formative and summative evaluations, and student growth data, and will design and implement a professional growth plan to address areas for improvement.	Policy and Process	08/08/2016	06/30/2017	\$0 - No Funding Required	Teachers, Principal

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/25/2016	06/30/2017	\$0 - No Funding Required	District Office, Principal, and New Teachers

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Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/25/2016	06/30/2017	\$1000 - General Fund	District Office, Principal, and Teachers

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/31/2017 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy1:

Principal Responsibilities - Principal will stay up-to-date on requirements for fulfilling responsibilities regarding the CEP and PGES through KDE updates, professional journal articles, and district principal meetings.

Category: Professional Learning & Support

Research Cited:

Activity - CEP Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/02/2017	06/29/2017	\$0 - No Funding Required	District CEP Committee, Principals, and Teachers

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will analyze evaluation data to determine the number of teachers in the various levels and provide timely and constructive feedback (Ineffective, Developing, Accomplished, and Exemplary).	Professional Learning	09/12/2016	05/31/2017	\$0 - No Funding Required	Principal and Peer Observers

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will be provided with organizational tools from district personnel which he will utilize to meet observation/evaluation deadlines .	Policy and Process	07/01/2016	05/31/2017	\$0 - No Funding Required	District Office, Principal

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 06/30/2017 as measured by the School Report Card.

Strategy1:

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

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Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$1000 - General Fund	Paula Rickett, Kim Creekmore, and Principal

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration, and SBDM Council

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, and District Administrators

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principal

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?

Larry Brown--Principal

Amanda Long--Kindergarten Lead Teacher

Becky Barnett--1st Grade Lead Teacher

Barb Bunch--2nd Grade Lead Teacher

Erika Gaylor--3rd Grade Lead Teacher

Nicki Bryant--4th Grade Lead Teacher

Beth Richardson--5th Grade Lead Teacher

Will Hackler--6th Grade Lead Teacher

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Sherry Paul--Family Resource Center Director

FLASH 21st CCLC Advisory Council

Math Intervention Teacher K-3--Jennifer Prewitt

Math Intervention Teacher 3-6--Lisa Inman

Read to Achieve Teacher--Melinda Claxton

Reading Recovery Teacher--Donna Bunch

Save the Children Reading Teacher--Natasha Dople

Special Education Department Chair--Rosalee Hinkle

Family Resource Advisory Council

Site Base Decision Making Council Members--Amanda Long (teacher), Nicki Bryant (teacher), Dawna Grimes (teacher), Dianne Philpot (parent), and Amy Bush (parent)

Relationship Building

Overall Rating: 3.29

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.0

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

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

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

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

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

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

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

Decision Making

Overall Rating: 2.86

	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 has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.0

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.83

	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: 3.17

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.

Relationship Building, Communications, and Community Partnerships represent our strongest areas, followed by Advocacy and Learning Opportunities.

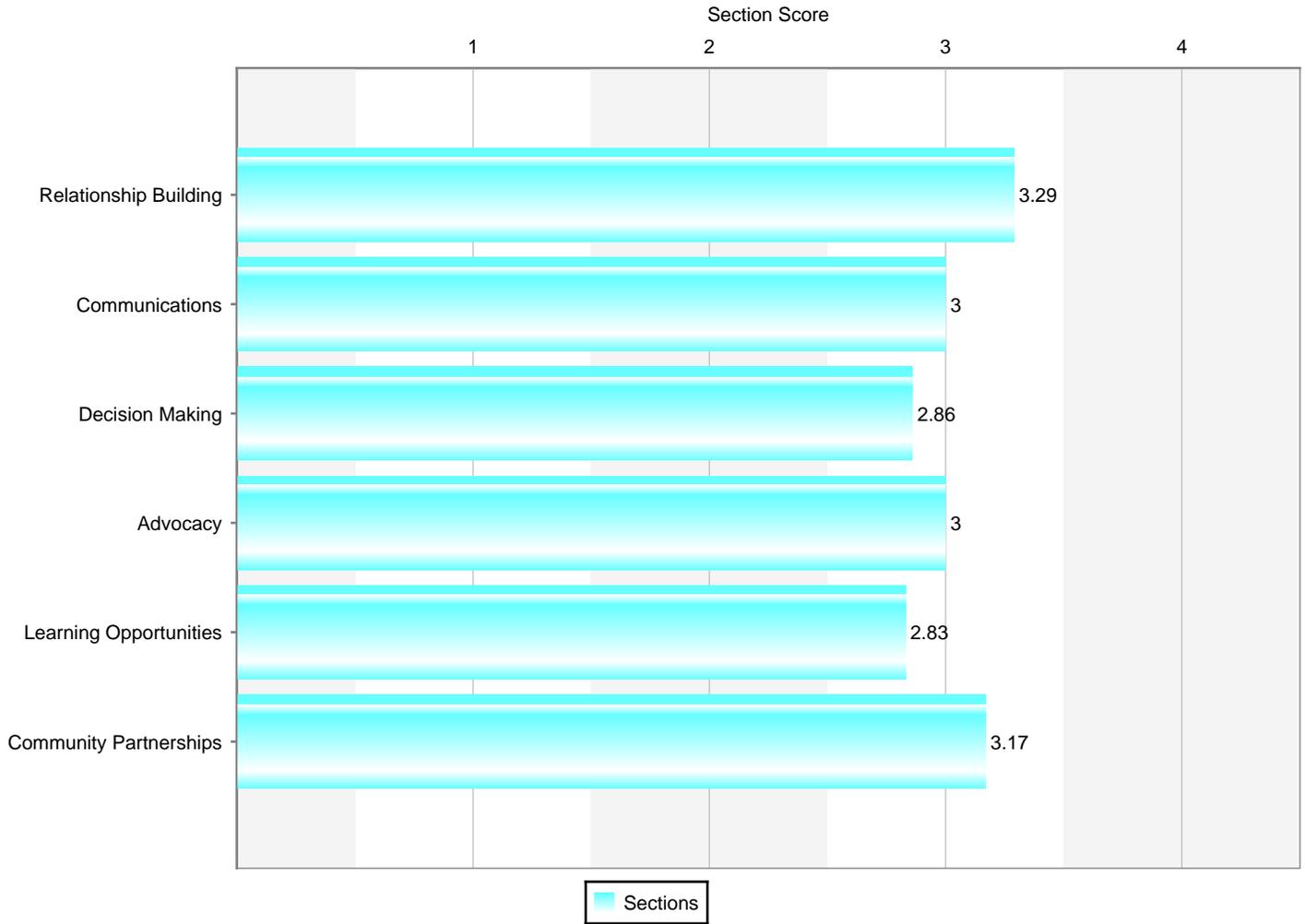
Actions we are implementing to sustain Relationship Building, Communication, and Community Partnerships are to implement systematic steps to welcome the parents of new and ESL students through home visits, personal calls, letters, open houses, and Alert Now calls. In addition, all school staff will continue to encourage continuous and meaningful communication with all parents about their students' academic goals and progress. Teachers stay in touch with parents now more than ever through the use of technology, such as the Remind application, which allows immediate feedback and on-going communication between teachers and parents. Furthermore, school staff will identify family interests, needs and barriers, and provide services to ensure success academically, socially, and physically. School staff will also continue to ensure all students have an advocate to ensure their needs are being properly met and that parents have opportunities to understand and support their children's educational growth and development. The school and district program coordinators will continue to work together and without outside agencies to ensure that all students and parents receive the support they require to remove barriers to learning.

An area in need of improvement is Decision Making.

Plans to improve our Decision Making efficacy include our school council and committees facilitating parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, publicizing membership opportunities, and seeking parental input. Our goal is to recruit enough parents to have at least 40% of our parent body voting in SBDM parent elections. In addition, our school will have parents on the SBDM council and committees engage and mentor other parents by reporting to multiple groups and collecting input through surveys, meetings, volunteer activities, programs, and varied other methods. Furthermore, our staff will continue to identify new and experienced parent leaders who support and build up programs that encourage parents to serve effectively on the school council and in committee work.

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.

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education for the district parent involvement program called PAVE--Parents as Volunteer Educators. Parents of participating students are provided with opportunities for full and on-going participation, including opportunities to suggest modifications, based on changing needs of parents, students, and the school. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they attend a district led workshop to learn about their legal obligations and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings.

We take action to promote parental involvement in the development of the CSIP through the SBDM Council. Through the leadership of our council, parent members serve as liaisons to the community, keeping them informed of opportunities and encouraging them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS 160.345. The President of our parent-teacher organization, Parent Teacher Connection (PTC), calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTC facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTC count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County North Elementary. Parent members must also pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. A letter is sent home explaining these qualifications, the timeline and process details, along with a nomination form. Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their awareness of opportunities to be meaningful contributors to the process. Council members are encouraged to be accessible to the parent body they serve and to conduct surveys, both formal and informal, to garner a greater degree of parent participation.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in its efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

* Students' needs are being addressed by reviewing the plan

* Technology and equity are embedded in the CSIP

* Funding is appropriately monitored

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- * Professional development is appropriately implemented
- * The implementation and impact checks are being completed
- * The plan is amended or updated based on student needs
- * Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district-mandated assessments biannually. Adjustments are made to the CSIP as needed to address the needs of our students. In addition, the SBDM council welcomes input from non-council members. Those who are in attendance have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council. Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. Presently, SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Each regular and special council meeting operates by an agenda. An agenda item under public comment is open for those interested in addressing the council.

Our PTC organization is another way we provide opportunities for the parents to be involved in their children's education. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTC, and S.B.D.M. Council members exchange information to help expand the coverage of community partners, which increases participation opportunities.

We also designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resources provided by and or facilitated by our Family Resource Center, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly newsletters/calendars of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments, and concerns through various methods such as notes home, US mail, phone calls, Blackboard Connection communications, newspapers, radio announcements, student agendas, the Remind application, and the marquee sign at the entrance to our campus.

The Family Resource Center (FRC) hosts multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, partnering agencies, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which address numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, two students, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

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

This year's re-elected S.B.D.M. Council parent members are Dianne Philpot, an entrepreneur, and Amy Bush, a homemaker. They were

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elected by a majority vote, have children at our school, passed a criminal background check, and have attended the required SBDM trainings. The three teacher members hold a Rank I Certification. Our re-elected PTC president has two children enrolled in our school and has a Master's Degree. The FRC Coordinator has a Master's degree in education. Members of our FRC/21st CCLC Advisory Council include educators, local entrepreneurs, parents and grandparents, homemakers, volunteers, two students, and community action agency members.

These people served in leadership roles. They elicited parent involvement and offered guidance in electoral procedures and data analysis. At least one parent/community survey was developed by these leaders to elicit student, family, and community interest, need, and expertise. Committees were formed and stakeholders volunteered for particular content development and/or revision.

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

The final CSIP report is presented to the stakeholders at SBDM meetings for their approval. Copies were made available for all in attendance, and a copy is kept in the school library to be accessible to any interested parties. The principal presents the completed CSIP annually to the Whitley County Board of Education during its regular December meeting, and the plan can be accessed by stakeholders and the public on the district website. The PTC president also shared the plan with its members during their December meeting. The FRC Coordinator shared the plan with stakeholders attending the December advisory council meeting and provided a copy for all partners and advisory council members.

Though the plan is completed, revisions and updates are on-going based upon need. Information regarding revisions and monitoring are discussed and communicated through the school's PTC, FRC Advisory Council, and SBDM at regularly scheduled meetings. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through implementation and impact checks.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The questions we want to answer from the data:

1. Are there trends in certain areas?
2. Are there gaps in the curriculum and/or sub-groups?
3. Is student achievement being sustained between grade levels?
4. What are the areas of strengths and weaknesses?

Review of Assessment Data:

Following the release of the K-Prep Assessment Results, Whitley North staff and stakeholders analyzed and disaggregated test data on October 26, 2016 during a scheduled early release day and during common planning times and PLCs during the following weeks. S.B.D.M Council records show members were encouraged to attend and to participate in the data analysis process. Following a brief PowerPoint that displayed our progress in each content area, the principal presented criteria to be used in creating content area analysis teams. Each team included at least one primary teacher and one intermediate teacher, and some teams included a resource teacher, support staff member, and/or at least one community/parent member. Those remaining joined a team based on relevance and interest. The final analysis teams were comprised of 28 certified members and 5 parent/community/support staff members. Each team was given a packet of pertinent assessment data, the school report card link, and a disaggregation template designed to assist with organizing K-Prep data. Each team completed the first round of data analysis and presented their findings to others. Significant weaknesses, gaps, and concerns were recorded and shared at the S.B.D.M. Council's October meeting. The next round of analysis involved a similar process, but included additional analysis and comparisons to in-house universal assessments: MAPS, STAR Reading, grade level common assessments, and KDE's Program Reviews. This data was shared with S.B.D.M. Council during the November meeting with a complete analysis on file. The council voted to extract math and language mechanics for the focus of improvement, with continued close monitoring of reading. Writing was also a weakness, but due to the inclusion of writing in all other subject areas council deemed it as an embedded focused area.

The data obtained by the Kentucky Performance Rating for Educational Progress assessment for the 2015-2016 school year shows that Whitley North Elementary is classified as a Needs Improvement school. Achievement points for Reading were above the state by 5.8%, and achievement points for math were above the state by 0.7%; however, points for both subjects were below the district averages. In Social Studies, our achievement points were 34 points above the state and 7.6 points above the district. The performance level in writing exceeded the state average by 0.7% but fell below the district average. In the area of Language Mechanics, our performance level was below both the state and district averages. Student growth scores in the area of reading reveals a higher percentile for individual student growth than both the district (by 2.3 percent) and the state (by 8.1 percent) and a higher categorical growth score than the state by 5.6 percent. Student growth scores in the area of math reveals lower scores for both individual student growth and categorical growth than the district and the state. While our Non-Duplicated Gap Group score was 13.1 points above the state average, failing to meet our Novice Reduction goal dropped our overall Gap Points to well below state and district averages. Despite failing to meet many of our goals, the scores for the percentage of students scoring at the proficient or distinguished level, as part of the Proficiency/Closing the Achievement Gap portion of our accountability, Combined Reading and Math, Reading, and Math all reflect a growth from the baseline measure in 2013-2014, with steady growth through the 2014-2015 and 2015-2016 school years. We have met the delivery target for proficiency in reading the past two years, and our score this SY 2016-2017

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year indicates a 4.8 higher percentile than the state average. While we have not met the delivery target for proficiency in math, our score reflects an increase from the 2014-2015 assessment by 6.9 percent.

Student Performance Levels:

60.8% scored P/D in Reading with 16.9% Novice

51.2% scored P/D in Math with 13.9% Novice

75% scored P/D in Social Studies with 5.6% Novice

37.5% scored P/D in Writing with 12.5% Novice

45.6% scored P/D in Language Mechanics with 15.6% Novice

Disaggregated performance data reveals:

- Fifth Grade scored higher than all other grade levels in Reading with 69.4% P/D and 8.3% Novice whereas Third Grade scored the lowest in Reading with 50% P/D and 27.5% Novice.
- Fifth Grade also scored higher than all other grade levels in Math with 61.1% P/D and 5.6% Novice, and Third Grade scored the lowest in Math with 40% P/D and 22.5% Novice.
- Fifth Grade had 75% P/D with 5.6% Novice in Social Studies.
- With 38.9% P/D in writing, Sixth grade had 2.8% more students scoring P/D than Fifth Grade's 36.1% P/D, but Fifth Grade had fewer than half as many students scoring Novice with only 8.3% Novice and Sixth Grade having 16.7% Novice.
- Fourth Grade had the highest performance in Language Mechanics with 48.1% P/D and 11.1% Novice, whereas Sixth Grade had the lowest performance with 41.7% P/D and 22.1% Novice.
- Performance by Reporting Category reveals that 3rd Grade students need special attention in the domains of Integration of Ideas and Vocabulary and Acquisition in Reading. They also need special attention in all domains of Math.
- Performance by Reporting Category reveals that 4th Grade students need special attention in the domain of Craft and Structure in Reading but are on track in all domains of Math.
- Performance by Reporting Category reveals that 5th Grade students are on track in all domains in both Reading and Math.
- Performance by Reporting Category reveals that 6th Grade students are on track in all domains in reading, but students need special attention in the domains of the Number System, Expressions and Equations, and Statistics and Probability in Math.

Review of Non-Academic Indicators:

At 94.1%, Whitley North's overall student attendance is slightly higher than the district average of 93.9%, but slightly below the state average of 94.5%. Our retention rate, at 3%, is 0.2% higher than the district average and 1.1% above the state level. Our free and reduced lunch average of 90.1% is 8.7% above the district average of 81.4% and 29.8% above the state's average of 60.3%. Based on the school's comprehensive improvement plan we met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. Based on the 2015 TELL KY Survey, 69% of teachers agree the amount of paperwork has been minimized compared to 59% in 2013. Efforts have been made to redistribute the responsibilities for paperwork requirements as a result of Program Review documentation and RTI evidence. Resource teachers share the duties as program review managers for three of the five programs. There is also support and guidance in the Response to Intervention process, special education referrals, and staff members designated to coordinate many of the school-wide events and assist in maintaining school-wide documents. An area of concern on the 2013 TELL KY Survey was that only 70% of the teachers felt that parents/guardians supported them in a way that contributes to the success of the students. The data reflects a modest increase to 82% of teachers believing they have meaningful parental support. We continue to have the goal of increasing parental support, parental awareness of school issues, and parental participation in SBDM and other decision-making

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committees. Based on the program review data we met the goal of 100% of students increasing their knowledge of Arts & Humanities, Writing, and Practical Living/Career Studies. In the Art & Humanities area the school earned the score of 9.9 points, placing us at the proficient performance level. The Practical Living/Career Studies also scored at the proficient performance level with a total of 9.1 points. The Writing Program Review scored 9.1 points, which is also within the proficient performance level. While we gathered evidence to support the implementation of Global Competence and World Languages, this area was not scored. We will continue working to meet and/or exceed the standards in these programs.

Questions left unanswered by the data:

While the Performance by Reporting Category report now breaks down individual subjects into domains, the results do not identify the types of questions on which students performed poorly. Item analysis of the assessment is not available. Therefore, we cannot determine what types of questions students missed; nor can we evaluate whether poorly written questions or confusing assessment characteristics impacted assessment results. Also, because test data is reported by grade level rather than grouping students in homerooms, gaps in curriculum and instruction are more difficult to ascertain. Finally, it is difficult to ascertain whether increases and decreases in individual scores are a reflection of actual learning or attention to task and/or motivation during the test.

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?

Our most obvious area of strength is Social Studies. In Social Studies, our students scored a combined 75 percent at the Proficient/Distinguished level with a 5.6% Novice. Our fifth grade teachers have consistently high expectations for their students. They have developed activities and lessons to scaffold learning for students who need more structure, and they have created formative and summative assessments to identify instructional needs. Projects completed throughout the year promote in-depth understanding of skills and concepts in all domains and also motivate students to go above and beyond. These methods and strategies will continue and will be adapted as the Social Studies curriculum changes.

Another area to celebrate was Reading growth. According to the Student Growth Percentile, 68% of our students achieved typical or higher than expected annual growth in the area of reading. This was 2.3% higher than the district average and 8.1% higher than the state average. While some of this growth can be attributed to the on-going professional development aimed at helping teachers become more proficient with the Common Core standards, we can also credit the efficacy of programs we have implemented to provide supplemental instruction to students performing below average. A reading interventionist and instructional assistant from Save the Children provide small group instruction to students performing poorly on MAP assessments and classroom assignments, and 21st CCLC staff targets reading in small group tutoring sessions and homework help. Furthermore, we have subscribed to Study Island and Reading Eggs to provide supplemental, individualized, interactive reading programs that students can use at school and home. In addition, we are taking advantage of the training and resources offered by KDE's Literacy Design Collaborative to provide innovative, research-based instructional strategies to improve teaching efficacy in reading and language arts. To maximize reading achievement, we are also working with the district reading specialist to provide more intense reading instruction in small focus groups to target individual student needs

Opportunities for Improvement

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

Test data from K-Prep indicates a need to improve math achievement school-wide. The percentage of students showing typical or higher than expected growth in Math is only 58.2%, which is 6.7% lower than the district average and 1.7% lower than the state average. Last year, we identified the need to closely monitor the students who were in 4th grade based on their 3rd Grade K-Prep math performance on which they had an achievement score of 29.8%, a score which was 13.8% below the district average and 17.8% below the state average. Those students received supplemental math instruction to address their weaknesses in math. They attended a weekly math lab in which instruction was provided by the 4th - 6th grade math interventionist. Their progress was closely monitored by both their homeroom teachers and the math interventionist. Formal and informal assessments were used to inform instruction on a weekly basis. Furthermore, students whose beginning of the year MAP assessments and on-going classroom assessments indicated a deficiency in math received small group, intensive math instruction twice each week and attended after-school tutoring and before school homework help. Also, the math interventionist team-taught with the 4th grade teachers during math on a weekly basis. This created a smaller student to teacher ratio during math instruction, more opportunities for small-group and one-on-one instruction, stronger modeling of skills, and immediate feedback for struggling students. The research-based interactive programs IXL and Study Island were also used during computer lab time, and students were encouraged to and rewarded for using these programs at home to increase their exposure to important grade-level concepts. As a result, these students' 4th Grade KPREP score increased from a 29.8% to a 59.3%, which is an increase of 29.3%. Therefore, to increase all math scores, the same strategies will be employed this year school-wide.

Another area of need, as identified by the K-PREP assessment, is Language Mechanics. Our school achievement score in writing was 66.7%, which is 24% below the district and 2.2% below the state average. Writing is also an area of concern, with the overall achievement score of 62.5%, which is 3.2% below the district average. While we have a writing program in place and teachers have annual writing workshops they may attend, changes in the Common Core curriculum have necessitated a shift in the way writing is taught in each grade level. Teachers and students are still adjusting to these changes, but we must find ways to overcome this challenge. Teachers will work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in the areas of writing and language mechanics. Also, teachers will design Daily Oral Language and other Language Mechanics activities in a similar format as that used on the K-Prep assessment. Teachers will attend writing professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also use IXL and Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need. In addition, the district writing coordinator will be invited to provide writing workshops for students and to participate in team-teaching experiences with teachers in grades 4-6.

Conclusion

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

After a thorough review of scores provided by the Kentucky Performance Rating for Educational Progress (KPREP) and disaggregation of the data by our staff, we have identified three main areas as the focal points for improvement for the 2016-2017 school year. These are Math, Language Mechanics, and Writing. To address the concern with Math, staff members have already attended professional development training to help them employ new strategies, differentiate instruction, and motivate students to become more engaged in math. More training will be provided as needed. Teachers in all grade levels will put more emphasis on the 8 Standards of Mathematical Practices in which all students should be proficient. The Title 1 interventionists for grades K-3 and 4-6 have already begun implementing more small-group and one-on-one instruction for students at-risk in the area of math. Our school has renewed subscriptions to both IXL Math and Study Island to offer students more interactive, individualized practice that can be utilized at school and at home. Common Assessments will be disaggregated each grading period, and the results shared with the district math specialist and the school math interventionists, so that math specialists can support the classroom teachers in their efforts to overcome students' math deficits. Math skills will continue to be heavily emphasized during our 21st CCLC programs.

Teachers will use frequent formative assessment measures to determine student progress in meeting Language Mechanics standards and will format formative and summative assessment tools in a manner similar to that of the KPREP assessment. Teachers will also incorporate IXL Language and Study Island into their computer lab time and will encourage students to use these interactive, research-based programs at home and during after-school programs. Our staff will be attending stringent professional development training in writing, with a focus on differentiating instruction to meet specific areas of individual writing deficiencies. They will also be working with a peer mentor and teacher leaders including the district writing specialist to evaluate their own teaching strategies and learn from the modeling of their "expert" peers during cooperative teaching lessons in their classrooms. Teachers will make use of weekly Professional Learning Committee meetings to review student progress, collaborate with their peer mentors/teacher leaders, and engage in professional learning opportunities in the areas of Math, Language Mechanics, and Writing.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

Whitley County North Elementary'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 averaged combined reading and math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019.	Objectives: 1 Strategies: 8 Activities: 17	Organizational	\$72000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.4% in 2016 to 72% in 2019.	Objectives: 1 Strategies: 7 Activities: 17	Organizational	\$7850
3	Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Maintain the percentage of effective teachers at 100% in 2016 through 2020.	Objectives: 2 Strategies: 2 Activities: 11	Organizational	\$3000
5	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 17	Organizational	\$8000
6	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 23	Organizational	\$49350
7	Increase On-Demand Writing percentage of Proficient/Distinguished scores from 37.5% to 42% by 2017.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
8	Whitley North Elementary will decrease the percentage of students who are not Kindergarten ready from 71% to 66% in 2017 as measured by the Brigance Assessment.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$1000

Goal 1: Increase the averaged combined reading and math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 56% to 63% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Activity - Curriculum planning	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, interactive computer applications on iPads and Chrome Books, test prep materials, and teacher resource books to raise reading and math scores.	Other	08/08/2016	05/12/2017	\$2200	General Fund	Principal, Teachers
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments, and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/08/2016	05/12/2017	\$0	No Funding Required	Certified Staff and SBDM Council

Strategy 2:

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/22/2016	05/12/2017	\$33750	Grant Funds	Teachers, Principal, District Grant Coordinator

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Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/22/2016	05/12/2017	\$33750	Grant Funds	Teachers, Principal, District Grant Coordinator

Strategy 3:

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

Category: Continuous Improvement

Activity - Internal Program review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review 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	08/08/2016	06/30/2017	\$0	No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy 4:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

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. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/08/2016	05/12/2017	\$1000	Other	Principal, Teachers, FRC, PTC, Renaissance Place School Manager

Strategy 5:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of

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previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/08/2016	05/12/2017	\$0	No Funding Required	K-6 Homeroom teachers

Activity - Stakeholder Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/08/2016	05/12/2017	\$150	Other	Natasha Robinson (4-H Coordinator), Jennifer Prewitt (PRIDE and Unite coordinator), Matthew Ratliff (First Priority leader) and Principal

Strategy 6:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/09/2016	05/12/2017	\$400	Other	Parent Teacher Connection Chairperson and Principal

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Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/08/2016	05/12/2017	\$0	No Funding Required	Sherry Paul, FRC Coordinator; Patrick Bowlin, DPP; Certified Staff; and Principal
Activity - Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year and reviewed at the end of each semester.	Policy and Process	08/08/2016	05/12/2017	\$600	Other	Parent Teacher Connection Chairperson, Teachers, and Principal

Strategy 7:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/08/2016	04/28/2017	\$0	No Funding Required	Kindergarten Teachers, Kindergarten Instructional Assistants, and Sulia Douglas
Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/10/2017	04/28/2017	\$0	No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool Staff, and Principal

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Activity - Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/03/2017	04/28/2017	\$150	General Fund	Preschool Staff, Kindergarten Staff, and Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/08/2016	05/12/2017	\$0	District Funding	Teachers, Principal, and MAP Assessment Coordinator

Strategy 8:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum. Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, District Writing Coach, Principal

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, and District Literacy Coach

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.4% in 2016 to 72% 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 55.4% to 60.8% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener.

Category: Continuous Improvement

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of RTI through walk-throughs and progress monitoring notes.	Academic Support Program	08/08/2016	05/26/2017	\$250	General Fund	Principal

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate the effectiveness and benefit of RTI interventions being used with students. During collaboration, teachers will make adjustments to interventions as needed to ensure students succeed and achievement gaps are closed.	Academic Support Program	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers

Strategy 2:

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

Category: Learning Systems

Activity - Curriculum Development	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	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/08/2016	04/28/2017	\$0	No Funding Required	All certified staff

Activity - Instructional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other, Academic Support Program	08/08/2016	04/28/2017	\$0	No Funding Required	Teachers

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Strategy 3:

Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

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 areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Reading Eggs, Google Classroom, PBS, Brain Pop, Flocabulary, Think Central, Clever Crazes for Kids, Hooked on Science, Turtle Academy, Study Island, IXL, and Renaissance Place applications.	Technology	08/08/2016	04/28/2017	\$5400	General Fund	Teachers, Principal

Strategy 4:

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: Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and

Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Corporation (SEDL). Downloaded November 17, 2016 from

<http://www.sedl.org/connections/resources/evidence>.

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 recognition events. 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	08/08/2016	05/12/2017	\$0	Title I Part A	Title I Community Liaison, Teachers, Principal

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/08/2016	05/12/2017	\$1200	Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC
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Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC will organize and host parent workshops throughout the school year. To plan and organize these events, the FRC will collaborate with community members and agency partners to provide meaningful sessions that will have a positive impact on our students and their families. The purpose of the workshops is to assist parents and other caregivers provide educational, social, and emotions support for our students. The workshops focus on, but are not limited to, understanding student data, assisting students with homework, and gathering resources to meet their needs.	Community Engagement	08/08/2016	07/28/2017	\$1000	Other	FRC Director

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley North Elementary will increase community and parental involvement through improved communication, outreach, and support in an effort to foster student achievement and well-being. We strive to involve all stakeholders in supporting our students. To achieve this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school/district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications, social media posts, agendas, and the Remind application.	Community Engagement, Parent Involvement	08/08/2016	07/28/2017	\$0	No Funding Required	Principal, Teachers, District PR Staff, School PR Staff, FRC Director, SBDM Council, and PTC Leader

Strategy 5:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Save the Children teacher, Reading Recovery teacher, and Read to Achieve (RTA) teacher will review Renaissance Place STAR reports and STAR Early Literacy Reports 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' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage tests given by the MIT to determine placement in the math intervention program. In addition, teachers, principal, and the Title 1 math interventionist will review students' MAP scores to determine placement for math small group intervention.

Category: Continuous Improvement

Research Cited: RTA/MIT/STC

Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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RTA teachers use in-school literacy based instruction in small groups to reduce class size and provide individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size and provide individualized instruction.	Academic Support Program	08/08/2016	05/12/2017	\$0	Other	Teachers, RTA teacher, MIT teacher, Principal
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Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/15/2016	05/12/2017	\$0	Grant Funds	STC teacher, principal, teachers

Activity - Title I Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 3-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral. Interventionist will also collaborate during whole group instructional times to provide support and reinforcement.	Academic Support Program	08/08/2016	05/12/2017	\$0	No Funding Required	Title I Math Interventionist , Principal, and Teachers

Strategy 6:

Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

Category: Continuous Improvement

Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers
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Activity - High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will convey high expectations for ALL Students. Expectations will be conveyed in a Syllabus to be given to students and shared with parents at the beginning of the school year and will be reviewed as needed. Teachers will communicate frequently with parents/caregivers through notes home, agendas, and/or the Remind application to reinforce their high expectations to students and parents.	Policy and Process	08/08/2016	05/12/2017	\$0	No Funding Required	All Teachers and Principal

Activity - District Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whitley North Elementary staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator/Science Chair, Technology Coordinator, etc.) to ensure that best practices for instruction in all areas are utilized and resources are maximized.	Academic Support Program	08/08/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, District Support Staff

Strategy 7:

Focused Instructional Grouping - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. FIG will give teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data from MAP, STAR, state assessments, and common classroom assessments, to establish groups and instructional routines; plan intense instructional activities to address students' needs; and collaborate with peers to ensure cohesive instruction.

Category: Continuous Improvement

Research Cited: Reutzell, D.R. (2003). Organizing effective literacy instruction: Grouping strategies and instructional routines. L.M. Morrow, L.B. Gambrell & M. Pressley (Eds.) Best Practices in Literacy Instruction, (241-267). New York: Guilford.

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work collaboratively to establish instructional groups and plan instructional strategies and activities based on needs analysis of each student as evidenced by KPREP performance, MAP Assessments, STAR diagnostic, and common classroom assessments.	Academic Support Program	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Title 1 Interventionist, MIT, STC staff, RTA, SPED staff, and Principal
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Goal 3: Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2017.

Measurable Objective 1:

collaborate to ensure an 80% or above overall rating by 05/12/2017 as measured by the TELL survey and/or school survey that teachers agree that they have an appropriate level of influence on decision making in this school..

Strategy 1:

Survey Analysis - Teachers, principal, and other certified educators in our school will analyze the survey summary report as well as informal surveys to identify areas of concern, participate in discussion groups, and recommend sound policies and practices to achieve optimum teacher engagement in making decisions for the school.

Category: Stakeholder Engagement

Activity - SBDM Agenda Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/08/2016	05/12/2017	\$0	No Funding Required	Principal, SBDM members

Goal 4: Maintain the percentage of effective teachers at 100% in 2016 through 2020.

Measurable Objective 1:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 05/31/2017 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy 1:

Principal Responsibilities - Principal will stay up-to-date on requirements for fulfilling responsibilities regarding the CEP and PGES through KDE updates, professional journal articles, and district principal meetings.

Category: Professional Learning & Support

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Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will be provided with organizational tools from district personnel which he will utilize to meet observation/evaluation deadlines .	Policy and Process	07/01/2016	05/31/2017	\$0	No Funding Required	District Office, Principal

Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will analyze evaluation data to determine the number of teachers in the various levels and provide timely and constructive feedback (Ineffective, Developing, Accomplished, and Exemplary).	Professional Learning	09/12/2016	05/31/2017	\$0	No Funding Required	Principal and Peer Observers

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/02/2017	06/29/2017	\$0	No Funding Required	District CEP Committee, Principals, and Teachers

Measurable Objective 2:

collaborate to maintain the effectiveness of our teachers by 06/01/2017 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy 1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/25/2016	05/31/2017	\$0	No Funding Required	District Office Staff, Principal, and Peer Observers

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/25/2016	06/30/2017	\$0	No Funding Required	District Office, Principal, and New Teachers

Activity - Edivation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning	07/25/2016	06/30/2017	\$1000	General Fund	District Office, Principal, and Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to changes and updates to the Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/08/2016	09/05/2016	\$0	No Funding Required	District Office and Principal
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/25/2016	06/30/2017	\$1000	General Fund	District Office, Principal, and Teachers
Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/25/2016	06/30/2017	\$1000	General Fund	District Office, Principal, Teachers, and SESC Coaches
Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reflect upon their professional strengths and weaknesses, as evidenced by classroom observation data, formative and summative evaluations, and student growth data, and will design and implement a professional growth plan to address areas for improvement.	Policy and Process	08/08/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal
Activity - Job-embedded Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided common planning times and professional learning opportunities that can be taken advantage of during common planning times and/or other times during the instructional day to ensure continuous and cooperative professional learning.	Professional Learning	08/15/2016	05/31/2017	\$0	No Funding Required	Principal, Teachers, District Support Staff

Goal 5: 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 06/30/2017 as measured by the School Report Card.

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Strategy 1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - An aligned and rigorous mathematics curriculum will actively engage student learning. Student 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 progress monitoring data to inform instructional levels and differentiate instruction in order to meet students' needs

Category: Continuous Improvement

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

Activity - Aligned and Rigorous Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Math instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KACS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district math consultant, and implement new strategies to improve student growth in math.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator, Title 1 Math Staff, MIT
Activity - Supplemental Mathematic Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Envision Math, Mega Math, Study Island, and IXL to supplement the Go Math curriculum. Teachers will align mathematics instruction more closely to the KACS. 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 KACS, analyze student data, and increase student growth in math.	Academic Support Program	08/08/2016	05/12/2017	\$2000	General Fund	Teachers, MIT, Title I Math staff, 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 intervention, reinforcement, and enrichment, students will use IXL, Study Island, Envision Math, Inside Mathematics.com, and other math computer applications and programs that are interactive and research-proven.	Academic Support Program	08/08/2016	05/12/2017	\$2000	Grant Funds	Teachers, MIT, Title I Math staff, Curriculum Coordinator
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will meet in weekly PLCs to analyze formative and summative math assessment data, design and plan best practice instructional activities and analyze progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the math curriculum K-6th grade, identify gaps in math instruction and plan strategies to remedy these instructional gaps.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator
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Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Design Collaborative is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. The school MDC participant will work with teachers in both grade level and school-wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, and District Math Coach

Strategy 2:

Math Instructional Initiatives - Research proven math activities will be used to reduce the percentage of students scoring at the novice level in math.

Category: Continuous Improvement

Activity - Analysis of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in math to inform instructional decisions in math. Teachers will provide differentiated instruction for students who do not meet MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0	District Funding	Teachers, Principal, Curriculum Coordinator

Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in math on the universal screener will receive research-based intervention matched to individual student needs with methods to measure effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring activities.	Policy and Process, Academic Support Program	08/08/2016	05/12/2017	\$0	District Funding	Teachers, Principal, Curriculum Coordinator

Activity - Family Math Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family math nights every other month 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 a variety of fun, educational activities.	Community Engagement	08/08/2016	05/12/2017	\$0	Grant Funds	MIT, Teachers, Principal, Curriculum Coordinator

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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-3 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 math instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/08/2016	05/12/2017	\$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	08/15/2016	05/12/2017	\$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
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. At least thirty minutes of daily math intervention is also provided by the special education teachers for all students with a disability in math. Progress monitoring data is kept by special education teachers.	Academic Support Program	08/08/2016	05/12/2017	\$2000	General Fund	SPED Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver math instruction to all students.	Professional Learning	08/08/2016	06/30/2017	\$1000	District Funding	Principal, Teachers, Professional Development Coordinator
Activity - Novice Reduction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program, Professional Learning	08/01/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Novice Reduction Team
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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	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, District Administration, and 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	07/01/2016	06/30/2017	\$0	No Funding Required	Principal

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	07/01/2016	06/30/2017	\$1000	General Fund	Paula Rickett, Kim Creekmore, and Principal

Activity - Recruitment and Retention of Highly Qualified Teachers	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	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council, and District Administrators

Goal 6: 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 06/30/2017 as measured by the School Report Card.

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Strategy 1:

Reading Instructional Initiatives - Research proven instructional practices will be implemented to address reducing the percentage of students scoring at the novice level in reading.

Category: Continuous Improvement

Activity - Analysis of Reading MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in reading and inform instructional decisions. Teachers will provide differentiated instruction for students who do not meet the MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0	District Funding	Teachers, Principal
Activity - Reading Response to Intervention	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 research-based intervention strategies matched to individual student needs with methods for measuring effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring.	Policy and Process, Academic Support Program	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal
Activity - Family Reading Involvement	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 a variety fun, educational activities.	Community Engagement	08/15/2016	05/12/2017	\$0	Grant Funds	RTA Teacher, Principal, District Reading Coach
Activity - STAR Reading Assessment Analysis	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	08/08/2016	05/12/2017	\$4600	General Fund	Teachers, Principal, PLC Teams, Read To Achieve Teachers
Activity - Wildcat FLASH 21st CCLC Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Wildcat FLASH 21st CCLC Program will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH 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 CCLC FLASH programs.	Academic Support Program	08/08/2016	05/12/2017	\$33750	General Fund	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	08/08/2016	05/12/2017	\$0	Grant Funds	Teachers, STC Coordinator, Principal
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-on-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	08/08/2016	05/12/2017	\$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	08/08/2016	05/12/2017	\$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	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal

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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	08/08/2016	05/12/2017	\$0	District Funding	Teachers, PTC, Principal, Renaissance Place Coordinator
Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/08/2016	05/12/2017	\$4600	District Funding, Grant Funds	Teachers, Renaissance Place Coordinator
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	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal, and Renaissance Place Coordinator
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	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Reading Recovery Teachers, Principal

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Activity - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Journeys Literacy Tool Kit to provide focused, skill-based instruction for individual or small-group work. Leveled books will provide additional reading and skill application, and assessments will evaluate the intervention effectiveness.	Academic Support Program	08/08/2016	05/12/2017	\$0	District Funding	Teachers, Principal, District Curriculum Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program, Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Novice Reduction Team

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 and Reading and Language MAP assessments. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

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

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, and Accelerated Reader.	Academic Support Program	08/08/2016	05/12/2017	\$5400	General Fund	Teachers, Reading Recovery Teachers, Principal, STC Instructor

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 gap.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Teachers, Principal, Library Media Specialist, Curriculum Coordinator

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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	08/08/2016	05/12/2017	\$0	Other	SPED Teachers, Director of SPED, Principal, Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver reading instruction to all students.	Professional Learning	08/08/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, Professional Development Coordinator

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	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, District Administration, and SBDM Council
Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principal
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Policy and Process	07/01/2016	06/30/2017	\$1000	General Fund	Paula Rickett, Kim Creekmore, and Principal
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	07/01/2016	06/30/2017	\$0	No Funding Required	Principal, SBDM Council, and District Administrators
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Goal 7: Increase On-Demand Writing percentage of Proficient/Distinguished scores from 37.5% to 42% by 2017.

Measurable Objective 1:

demonstrate a proficiency in responding to on-demand tasks by 05/31/2017 as measured by the 2016-2017 KPREP.

Strategy 1:

Integrated Writing Instruction - Students will write about authentic topics with real world purposes and relevance. Teachers will teach a mini-lesson on specific writing skills and model proficient writing skills pertinent to the chosen task. Students will then produce a writing piece and share their writing in order to receive both peer and expert feedback. Students will revise and edit the task based on feedback and new understanding.

Category: Other - Direct Instruction

Research Cited: MacArthur, C., Graham, S., & Schwarz, S. (1993). Integrating strategy instruction and word processing into a process approach to writing instruction. *School Psychology Review*, 22, 671-681).

Activity - Teacher Training on Integrated Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in embedded professional development trainings on Integrated Writing Instruction during scheduled Professional Learning Committee meetings.	Professional Learning	11/01/2016	02/28/2017	\$0	No Funding Required	Principal and Grade Level Team Leaders

Strategy 2:

Provide On-Demand Writing Practice - Students in 5th and 6th Grades will participate in On-Demand Writing Scrimmages each grading period. Teachers will collaborate during common planning times to create on-demand prompts to assess students' writing skills. Scrimmages will mirror the format and time constraints students will face during KPREP testing. Teachers will use scrimmage results to inform writing instruction, identify individual student needs, and reflect on teaching practices. Results will be communicated to students and used as opportunities to reteach writing strategies and model proficient writing samples.

Category: Other - Direct Instruction

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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5th and 6th Grade students will apply on-demand writing skills during KPREP-like assessment sessions collaboratively designed by classroom teachers. These will provide opportunities for students to practice the writing skills and strategies they learn each grading period, and careful assessment of students' work will allow teachers to target students' weaknesses and identify instructional needs.	Direct Instruction	08/31/2016	04/28/2017	\$0	No Funding Required	Teachers and Principal
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Goal 8: Whitley North Elementary will decrease the percentage of students who are not Kindergarten ready from 71% to 66% in 2017 as measured by the Brigance Assessment.

Measurable Objective 1:

collaborate to decrease the percentage of students lacking the skills needed to be ready for Kindergarten by 08/01/2017 as measured by the Brigance Early Childhood Screener.

Strategy 1:

Kindergarten Readiness - All students entering Kindergarten will be screened using the Brigance Early Childhood assessment in order to identify areas of need and remove barriers to achieving proficiency in Kindergarten skills.

Category: Early Learning

Research Cited: Campbell, E., T. Schellinger, and J. Beer. "Relationships Among the Ready or Not Parental Checklist for School Readiness, the BRIGANCE® Kindergarten and First-Grade Screen and SRA Scores." Part 1.

Beer, J. "Relationship Between the Ready or Not Parental Checklist for School Readiness and the BRIGANCE® Kindergarten and First-Grade Screen." Part 2. Perceptual and Motor Skills 70.3 (1990): 1214. Perceptual and Motor Skills 73.3 (1991): 859–862.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed at entry with the common statewide screener (Brigance). Data gathered will be analyzed and utilized to inform instructional decisions in planning math and reading activities, as well as activities to promote social and emotional development.	Academic Support Program	08/15/2016	12/09/2016	\$0	No Funding Required	Teachers, Principal, Bell-Whitley Preschool

Strategy 2:

Preschool Transition Meetings - Whitley North Elementary School, in collaboration with Bell Whitley Preschool, will invite incoming Kindergartners and their families to Kindergarten Readiness Orientation. During this meeting, parents will tour the school, meet the Kindergarten staff, and receive information about Kindergarten requirements. Teachers will discuss how the universal readiness screener is used to plan Kindergarten activities and how parents can help prepare their children for this assessment.

Category: Stakeholder Engagement

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to kindergarten: Linking children, families, and schools. Charlottesville, VA:

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University of Virginia, National Center for Early Development & Learning.

"Children's Schooling and Parents' Behavior: Evidence from the Head Start Impact Study," with Adam Isen, Journal of Public Economics 2013, 101, 25-38.

Activity - Kindergarten Transition Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool to Kindergarten transitional strategies will continue to be reflected up and revised through collaborative meetings with Bell Whitley Preschool staff, Whitley North Kindergarten Staff, and the Principal. Preschool staff will continue to implement activities and share information with parents during scheduled parent meetings throughout the year and during home visits to all preschool children enrolled at Whitley North.	Community Engagement, Parent Involvement	09/30/2016	06/30/2017	\$0	No Funding Required	Bell Whitley Preschool staff, Preschool teachers, Kindergarten teachers, and Principal

Activity - Preschool to Kindergarten Transition Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the school year, students in preschool will visit Kindergarten classrooms to observe expectations participate in activities and lessons to get them excited about their transition to Kindergarten.	Academic Support Program	03/31/2017	05/12/2017	\$0	No Funding Required	Preschool teachers, Kindergarten teachers, and Principal

Activity - Kindergarten Readiness Pamphlet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Teachers will continue to collaborate with district-wide peers to create a newsletter listing Kindergarten goals to be shared with Preschool parents in an effort to help them be more proactive in preparing their children for Kindergarten.	Academic Support Program	07/01/2016	07/28/2017	\$0	No Funding Required	Kindergarten teachers

Strategy 3:

Early Childhood Development Support - The Family Resource Center Director will continue to provide support for families in meeting the educational, social, emotional, and physical development of their preschool children from birth to three years old. The FRC will continue to host monthly meetings for all parents who wish to attend seminars including but not limited to childhood development, health issues, mental health issues, and use of community and professional resources. Support groups will continue to be initiated as specific needs arise.

Category: Stakeholder Engagement

Research Cited: Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan, 76(9), 701-711.

Activity - Family Resource Center Seminars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The FRC will publicize and host monthly meetings open for all parents who wish to attend. Monthly topics will address early childhood development issues, health and mental health issues, accessing resources, and other issues recognized as family and community needs through surveys and referrals.	Community Engagement, Parent Involvement	08/08/2016	06/30/2017	\$1000	Other	Family Resource Director
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FLASH Math Instruction	FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/22/2016	05/12/2017	\$33750	Teachers, Principal, District Grant Coordinator
Reading Recovery	Reading Recovery is a highly effective short-term intervention of one-on-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	08/08/2016	05/12/2017	\$0	Teachers, RR teachers, Reading Coach
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-3 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 math instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/08/2016	05/12/2017	\$0	MIT, Teachers, Principal

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FLASH - Reading Instruction	FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/22/2016	05/12/2017	\$33750	Teachers, Principal, District Grant Coordinator
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	08/08/2016	05/12/2017	\$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	08/08/2016	05/12/2017	\$0	Reading Recovery Teachers, Teachers, Principal, Reading Coach
Save the Children	STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/15/2016	05/12/2017	\$0	STC teacher, principal, teachers
Family Math Involvement	The school will host family math nights every other month 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 a variety of fun, educational activities.	Community Engagement	08/08/2016	05/12/2017	\$0	MIT, Teachers, Principal, Curriculum Coordinator
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	08/08/2016	05/12/2017	\$0	Teachers, Renaissance Place Coordinator

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Family Reading Involvement	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 a variety fun, educational activities.	Community Engagement	08/15/2016	05/12/2017	\$0	RTA Teacher, Principal, District Reading Coach
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 intervention, reinforcement, and enrichment, students will use IXL, Study Island, Envision Math, Inside Mathematics.com, and other math computer applications and programs that are interactive and research-proven.	Academic Support Program	08/08/2016	05/12/2017	\$2000	Teachers, MIT, Title I Math staff, Curriculum Coordinator
Total					\$69500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading/Math Night	The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/08/2016	05/12/2017	\$1200	RTA teacher, MIT teacher, Principal, District Title I staff, FRC
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 recognition events. 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	08/08/2016	05/12/2017	\$0	Title I Community Liaison, Teachers, Principal
Total					\$1200	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Qualified Report	Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0	Principal
Highly Qualified Report	Principal will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0	Principal
Reducing Barriers	Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/08/2016	05/12/2017	\$0	Sherry Paul, FRC Coordinator; Patrick Bowlin, DPP; Certified Staff; and Principal
Brigance Screener	All Kindergarten students will be assessed at entry with the common statewide screener (Brigance). Data gathered will be analyzed and utilized to inform instructional decisions in planning math and reading activities, as well as activities to promote social and emotional development.	Academic Support Program	08/15/2016	12/09/2016	\$0	Teachers, Principal, Bell-Whitley Preschool
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/02/2017	06/29/2017	\$0	District CEP Committee, Principals, and Teachers
Reading Response to Intervention	Students who score below grade level in reading on the universal screener will receive research-based intervention strategies matched to individual student needs with methods for measuring effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring.	Policy and Process, Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, Principal
Vertical/Horizontal Alignment	Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/08/2016	04/28/2017	\$0	All certified staff
Evaluate RTI Interventions	Teachers will evaluate the effectiveness and benefit of RTI interventions being used with students. During collaboration, teachers will make adjustments to interventions as needed to ensure students succeed and achievement gaps are closed.	Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers
Instructional Development	Teachers will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other, Academic Support Program	08/08/2016	04/28/2017	\$0	Teachers

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Math Design Collaborative	Math Design Collaborative is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. The school MDC participant will work with teachers in both grade level and school-wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0	Teachers, Principal, and District Math Coach
Homework	Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/08/2016	05/12/2017	\$0	K-6 Homeroom teachers
Novice Reduction Training	Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program, Professional Learning	08/01/2016	05/12/2017	\$0	Principal, Teachers, Novice Reduction Team
Screening	Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/08/2016	04/28/2017	\$0	Kindergarten Teachers, Kindergarten Instructional Assistants, and Sulia Douglas
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, District Administration , and SBDM Council
District Support Staff	Whitley North Elementary staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator/Science Chair, Technology Coordinator, etc.) to ensure that best practices for instruction in all areas are utilized and resources are maximized.	Academic Support Program	08/08/2016	05/12/2017	\$0	Principal, Teachers, District Support Staff
Title I Math Intervention	Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 3-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral. Interventionist will also collaborate during whole group instructional times to provide support and reinforcement.	Academic Support Program	08/08/2016	05/12/2017	\$0	Title I Math Interventionist , Principal, and Teachers

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SBDM Writing Policy	Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/08/2016	05/12/2017	\$0	Teachers, District Writing Coach, Principal
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, District Administration, and SBDM Council
Teacher Observations/Evaluations	Principal will be provided with organizational tools from district personnel which he will utilize to meet observation/evaluation deadlines .	Policy and Process	07/01/2016	05/31/2017	\$0	District Office, Principal
Literacy Design Collaborative	Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0	Teachers, Principal, and District Literacy Coach
Professional Development	Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program, Professional Learning	08/08/2016	05/12/2017	\$0	Principal, Teachers, Novice Reduction Team
Data Analysis	Teachers will analyze student universal assessment results (STAR, common assessments, and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/08/2016	05/12/2017	\$0	Certified Staff and SBDM Council
Certified Evaluation Plan Orientation	All staff will be oriented to changes and updates to the Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/08/2016	09/05/2016	\$0	District Office and Principal
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/25/2016	06/30/2017	\$0	District Office, Principal, and New Teachers
Student Transition	Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/10/2017	04/28/2017	\$0	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool Staff, and Principal

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Kindergarten Transition Orientation	Preschool to Kindergarten transitional strategies will continue to be reflected up and revised through collaborative meetings with Bell Whitley Preschool staff, Whitley North Kindergarten Staff, and the Principal. Preschool staff will continue to implement activities and share information with parents during scheduled parent meetings throughout the year and during home visits to all preschool children enrolled at Whitley North.	Community Engagement, Parent Involvement	09/30/2016	06/30/2017	\$0	Bell Whitley Preschool staff, Preschool teachers, Kindergarten teachers, and Principal
Professional Development	Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver reading instruction to all students.	Professional Learning	08/08/2016	05/12/2017	\$0	Principal, Teachers, Professional Development Coordinator
Instructional Grouping	Teachers will work collaboratively to establish instructional groups and plan instructional strategies and activities based on needs analysis of each student as evidenced by KPREP performance, MAP Assessments, STAR diagnostic, and common classroom assessments.	Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, Title 1 Interventionist, MIT, STC staff, RTA, SPED staff, and Principal
SBDM Agenda Awareness	Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/08/2016	05/12/2017	\$0	Principal, SBDM members
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	07/01/2016	06/30/2017	\$0	Principals, SBDM Council, and District Administrators
Preschool to Kindergarten Transition Lessons	At the end of the school year, students in preschool will visit Kindergarten classrooms to observe expectations participate in activities and lessons to get them excited about their transition to Kindergarten.	Academic Support Program	03/31/2017	05/12/2017	\$0	Preschool teachers, Kindergarten teachers, and Principal
Teacher Training on Integrated Writing Instruction	Teachers will participate in embedded professional development trainings on Integrated Writing Instruction during scheduled Professional Learning Committee meetings.	Professional Learning	11/01/2016	02/28/2017	\$0	Principal and Grade Level Team Leaders
Kindergarten Readiness Pamphlet	Kindergarten Teachers will continue to collaborate with district-wide peers to create a newsletter listing Kindergarten goals to be shared with Preschool parents in an effort to help them be more proactive in preparing their children for Kindergarten.	Academic Support Program	07/01/2016	07/28/2017	\$0	Kindergarten teachers

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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	08/08/2016	05/12/2017	\$0	Teachers, Reading Recovery Teachers, Principal
Internal Program review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings. Submit program review 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	08/08/2016	06/30/2017	\$0	Teachers, Family Resource, 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	08/08/2016	05/12/2017	\$0	Teachers, Reading Recovery Teachers, Principal
Professional Growth Plan	Teachers will reflect upon their professional strengths and weaknesses, as evidenced by classroom observation data, formative and summative evaluations, and student growth data, and will design and implement a professional growth plan to address areas for improvement.	Policy and Process	08/08/2016	06/30/2017	\$0	Teachers, Principal
Community Outreach	Whitley North Elementary will increase community and parental involvement through improved communication, outreach, and support in an effort to foster student achievement and well-being. We strive to involve all stakeholders in supporting our students. To achieve this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school/district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications, social media posts, agendas, and the Remind application.	Community Engagement, Parent Involvement	08/08/2016	07/28/2017	\$0	Principal, Teachers, District PR Staff, School PR Staff, FRC Director, SBDM Council, and PTC Leader

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High Expectations	Teachers will convey high expectations for ALL Students. Expectations will be conveyed in a Syllabus to be given to students and shared with parents at the beginning of the school year and will be reviewed as needed. Teachers will communicate frequently with parents/caregivers through notes home, agendas, and/or the Remind application to reinforce their high expectations to students and parents.	Policy and Process	08/08/2016	05/12/2017	\$0	All Teachers and Principal
Aligned and Rigorous Mathematics Curriculum	All math teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Math instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KACS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district math consultant, and implement new strategies to improve student growth in math.	Professional Learning	08/08/2016	05/12/2017	\$0	Teachers, Principal, Curriculum Coordinator, Title 1 Math Staff, MIT
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 gap.	Professional Learning	08/08/2016	05/12/2017	\$0	Teachers, Principal, Library Media Specialist, Curriculum Coordinator
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	07/01/2016	06/30/2017	\$0	Principal, SBDM Council, and District Administrators
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative math assessment data, design and plan best practice instructional activities and analyze progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the math curriculum K-6th grade, identify gaps in math instruction and plan strategies to remedy these instructional gaps.	Professional Learning	08/08/2016	05/12/2017	\$0	Teachers, Principal, Curriculum Coordinator
Data Analysis-Teacher Evaluations	Principal will analyze evaluation data to determine the number of teachers in the various levels and provide timely and constructive feedback (Ineffective, Developing, Accomplished, and Exemplary).	Professional Learning	09/12/2016	05/31/2017	\$0	Principal and Peer Observers
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/25/2016	05/31/2017	\$0	District Office Staff, Principal, and Peer Observers

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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	08/15/2016	05/12/2017	\$0	Teachers, MIT, Principal, Curriculum Coordinator, SPED Teachers
On-Demand Writing Scrimmages	5th and 6th Grade students will apply on-demand writing skills during KPREP-like assessment sessions collaboratively designed by classroom teachers. These will provide opportunities for students to practice the writing skills and strategies they learn each grading period, and careful assessment of students' work will allow teachers to target students' weaknesses and identify instructional needs.	Direct Instruction	08/31/2016	04/28/2017	\$0	Teachers and Principal
Strategies to Promote Success	Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.	Direct Instruction	08/08/2016	05/12/2017	\$0	Teachers
Job-embedded Professional Learning	Teachers will be provided common planning times and professional learning opportunities that can be taken advantage of during common planning times and/or other times during the instructional day to ensure continuous and cooperative professional learning.	Professional Learning	08/15/2016	05/31/2017	\$0	Principal, Teachers, District Support Staff

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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	08/08/2016	05/12/2017	\$0	Teachers, Reading Recovery Teachers, Principal, and Renaissance Place Coordinator
Curriculum Development	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	08/08/2016	05/12/2017	\$0	Teachers, Principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Voice Implementation	Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/25/2016	06/30/2017	\$1000	District Office, Principal, and Teachers
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	07/01/2016	06/30/2017	\$1000	Paula Rickett, Kim Creekmore, and Principal
Supplemental Mathematic Curriculum	Teachers will use Envision Math, Mega Math, Study Island, and IXL to supplement the Go Math curriculum. Teachers will align mathematics instruction more closely to the KACS. 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 KACS, analyze student data, and increase student growth in math.	Academic Support Program	08/08/2016	05/12/2017	\$2000	Teachers, MIT, Title I Math staff, Principal, Curriculum Coordinator
Monitor RTI Interventions	Monitor the implementation of RTI through walk-throughs and progress monitoring notes.	Academic Support Program	08/08/2016	05/26/2017	\$250	Principal
Curriculum planning	Teachers will meet weekly to discuss performance data. Teachers will supplement curriculum with internet resources, interactive computer applications on iPads and Chrome Books, test prep materials, and teacher resource books to raise reading and math scores.	Other	08/08/2016	05/12/2017	\$2200	Principal, Teachers
Enduring Skills and Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/25/2016	06/30/2017	\$1000	District Office, Principal, Teachers, and SESC Coaches

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Parent Transition	At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/03/2017	04/28/2017	\$150	Preschool Staff, Kindergarten Staff, and Principal
STAR Reading Assessment Analysis	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	08/08/2016	05/12/2017	\$4600	Teachers, Principal, PLC Teams, Read To Achieve Teachers
Edviation/Other Professional Learning Opportunities	Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning	07/25/2016	06/30/2017	\$1000	District Office, Principal, and Teachers
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. At least thirty minutes of daily math intervention is also provided by the special education teachers for all students with a disability in math. Progress monitoring data is kept by special education teachers.	Academic Support Program	08/08/2016	05/12/2017	\$2000	SPED Teachers
Digital Learning	Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Reading Eggs, Google Classroom, PBS, Brain Pop, Flocabulary, Think Central, Clever Crazes for Kids, Hooked on Science, Turtle Academy, Study Island, IXL, and Renaissance Place applications.	Technology	08/08/2016	04/28/2017	\$5400	Teachers, Principal
Highly Qualified Professional Development	Principal, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Policy and Process	07/01/2016	06/30/2017	\$1000	Paula Rickett, Kim Creekmore, and Principal
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, and Accelerated Reader.	Academic Support Program	08/08/2016	05/12/2017	\$5400	Teachers, Reading Recovery Teachers, Principal, STC Instructor

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Wildcat FLASH 21st CCLC Reading Program	Wildcat FLASH 21st CCLC Program will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH 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 CCLC FLASH programs.	Academic Support Program	08/08/2016	05/12/2017	\$33750	Teachers, Principal, District Grant Coordinator, Site Coordinator
Total					\$60750	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2016	05/12/2017	\$0	Teachers, PTC, Principal, Renaissance Place Coordinator
Analysis of MAP Data	Teachers will analyze MAP reports to identify student weaknesses in math to inform instructional decisions in math. Teachers will provide differentiated instruction for students who do not meet MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0	Teachers, Principal, Curriculum Coordinator
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	08/08/2016	05/12/2017	\$4600	Teachers, Renaissance Place Coordinator
Math Response to Intervention	Students who score below grade level in math on the universal screener will receive research-based intervention matched to individual student needs with methods to measure effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring activities.	Policy and Process, Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, Principal, Curriculum Coordinator

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MAP Testing	All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, Principal, and MAP Assessment Coordinator
Professional Development	Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver math instruction to all students.	Professional Learning	08/08/2016	06/30/2017	\$1000	Principal, Teachers, Professional Development Coordinator
Journey's Literacy Tool Kit	Teachers will use the Journeys Literacy Tool Kit to provide focused, skill-based instruction for individual or small-group work. Leveled books will provide additional reading and skill application, and assessments will evaluate the intervention effectiveness.	Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, Principal, District Curriculum Coordinator
Analysis of Reading MAP Data	Teachers will analyze MAP reports to identify student weaknesses in reading and inform instructional decisions. Teachers will provide differentiated instruction for students who do not meet the MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0	Teachers, Principal
Total					\$5600	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grading Period Incentives	PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/09/2016	05/12/2017	\$400	Parent Teacher Connection Chairperson and Principal
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	08/08/2016	05/12/2017	\$0	SPED Teachers, Director of SPED, Principal, Teachers
Awards Day	Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end on the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year and reviewed at the end of each semester.	Policy and Process	08/08/2016	05/12/2017	\$600	Parent Teacher Connection Chairperson, Teachers, and Principal

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Stakeholder Collaboration	The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/08/2016	05/12/2017	\$150	Natasha Robinson (4-H Coordinator), Jennifer Prewitt (PRIDE and Unite coordinator), Matthew Ratliff (First Priority leader) and Principal
Family Resource Center Seminars	The FRC will publicize and host monthly meetings open for all parents who wish to attend. Monthly topics will address early childhood development issues, health and mental health issues, accessing resources, and other issues recognized as family and community needs through surveys and referrals.	Community Engagement, Parent Involvement	08/08/2016	06/30/2017	\$1000	Family Resource Director
Reading Incentives	Students will be rewarded for the following: Eager Reader, Independent Reader, various AR point clubs per grade level. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/08/2016	05/12/2017	\$1000	Principal, Teachers, FRC, PTC, Renaissance Place School Manager
RTA teacher/Math Intervention	RTA teachers use in-school literacy based instruction in small groups to reduce class size and provide individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size and provide individualized instruction.	Academic Support Program	08/08/2016	05/12/2017	\$0	Teachers, RTA teacher, MIT teacher, Principal

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Parent Workshops	The FRC will organize and host parent workshops throughout the school year. To plan and organize these events, the FRC will collaborate with community members and agency partners to provide meaningful sessions that will have a positive impact on our students and their families. The purpose of the workshops is to assist parents and other caregivers provide educational, social, and emotions support for our students. The workshops focus on, but are not limited to, understanding student data, assisting students with homework, and gathering resources to meet their needs.	Community Engagement	08/08/2016	07/28/2017	\$1000	FRC Director
					Total	\$4150

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	A comprehensive needs assessment, including a review of academic achievement data for all students and all program components, is an on-going process through Professional Learning Communities (PLCs), which are scheduled each week during common planning times both within grade level teams and across grade levels. Furthermore, needs assessments were conducted via data disaggregation during Early Release Day (10/26/16) and after school during teachers' flex time hours.	

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	Use of MAP (Measures of Academic Progress) to assess student skill progression to inform instruction and incorporation of differentiated instruction using Go Math, enVision Math, Journeys Reading & Language Arts, IXL, Study Island, Renaissance Place, Reading Eggs, Google Classroom, Envision Math, Hooked on Science, and SRA Corrective Reading provides instructional support to students at all instructional levels. In addition, 21st Century FLASH programs are designed and implemented to support and strengthen classroom instruction through re-teaching and extension activities.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Meetings between parents/guardians, preschool teachers, kindergarten teachers, and the principal facilitates preschool transition, as does introduction of preschool students to kindergarten teachers and classrooms during the last month of preschool. Parents of preschoolers are also provided with information to introduce them to Kindergarten expectations and learners' goals.	

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Whitley County North Elementary School

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	Reading intervention is provided through Reading Recovery by Read to Achieve specialists using the Comprehensive Intervention Model, by small-group and one-on-one intensive instruction and differentiation by Save the Children reading interventionist, and SRA corrective reading programming by Special Education staff. Math intervention is provided for both K-3 and 3-6 struggling math students by an MIT and a Title I math interventionist through small group, intensive instruction and technology-assisted approaches. A three-tiered RTI model is implemented for reading and math interventions.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Teaching applicants apply for employment at the Board of Education, and only highly qualified applicants are forwarded to WCNE for consideration by our SBDM Council. Applicants' qualifications and attributes are thoroughly reviewed, and interviews are conducted following the guidelines set by SBDM Council's policies. Teachers are retained by the implementation of policies designed to support and empower teachers through job-embedded professional learning, opportunities for professional leadership, and analysis of Tell Survey data and other teacher feedback to promote a supportive environment.	

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	All Title 1 funds are spent on allowable expenditures only, as approved by the district and SBDM Council.	

Comprehensive School Improvement Plan

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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	Parents are invited to participate in all aspects of our school community. A variety of methods--all call system, district website, local radio stations, local/district newspapers, newsletters, calendars, Remind app., letters home, & the marquee at the school entrance--to keep parents informed of opportunities for involvement such as Family Math/Reading Nights and Open House. Parents are encouraged to become members of our volunteer organization (PAVE) and our parent-teacher organization (PTC). Parents are encouraged to serve on/nominate parent members on the SBDM & FRC Advisory Councils.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	WCNE does include the ten components and provide opportunities for all children to meet Kentucky's proficient and distinguished levels of student performance. We have conducted a comprehensive needs assessment, included research-based reform strategies, provided highly qualified instructors, and both required and offered research-driven professional development to all educators. Strategies to attract highly qualified educators, to encourage parent involvement, and to assist in the transition from preschool to Kindergarten are a part of the plan, as well as stakeholder engagement.	

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	All staff members receive ongoing training in school safety, confidentiality, and medication/health safety, IC updates, usage of MAP data, Go Math, Journeys Reading updates, RTI, and differentiation. Staff members make individualized choices in additional professional development sessions they feel will most benefit them, as indicated in their Professional Growth Plans. They may choose from sessions offered by the school, the district, or outside providers with approval.	

Comprehensive School Improvement Plan

Whitley County North Elementary School

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	Needs assessments are conducted in response to data received from KPREP assessments for 3rd-6th Grades and IOWA assessments for K-2nd Grades, as well as MAP assessments that are conducted three times per year. Data disaggregation also occurs in grade level PLCs for continuous monitoring of students' instructional needs. RTI is provided for students whose performance data indicates areas of concern, and RTI data is continuously monitored and used to drive instruction. Annual completion of Comprehensive Needs Assessment is input into state Assist program and is updated as needed.	

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	MAP Testing is conducted three times each year. Results are evaluated at the beginning, and taken in conjunction with scores from KPREP and IOWA assessments, student placement into remediation groups and instructional decisions are informed. MAP assessment results are again reviewed after the second administration of the assessment and changes are made in student groups and instruction, as needed.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	SRA Corrective Reading, Reading Recovery, CIM groups, RTA, and MIT strategies are employed as listed in the Comprehensive Plan with research cited. Also, direct instruction, re-teaching, and a wide-variety of Response to Intervention strategies are utilized for individual students, small groups, and whole groups in response to the instructional needs of students.	

Comprehensive School Improvement Plan

Whitley County North Elementary 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	RTI (Response to Intervention) provides assistance activities for at-risk and exceptional students, 21st Century After-school and Summer Programs to provide enrichment and intervention, G/T programs for exceptional students, and Save the Children in-school program, Read to Achieve, and Math Intervention programs provide assistance activities for students struggling in the areas of reading and math.	

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	WCNE incorporates a 21st Century after-school, before school, and summer program to provide enrichment and remediation services available to all students. Programs such as tutoring and homework help coordinates with and supports instruction provided throughout the regular day to all students and is accessible to all students. Title 1 Math Intervention provides small group instruction in conjunction with the regular classroom instruction to support students struggling in math. Special Education teachers collaborate with regular education teachers to provide scaffolding and support for students.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	21st Century, Save the Children, Family Resource Center, Bell Whitley Community Action Agency, Whitley County Health Department, Cumberland River Comprehensive Care Center, 4-H Cooperative Extension Service, Read to Achieve, Reading is Fundamental, and Reading Recovery are some of the partner programs and agencies that coordinate with WCNE to supplement and enrich instruction and/or serve students' needs.	

Comprehensive School Improvement Plan

Whitley County North Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Targeted assistance activities are monitored through the use of RTI with weekly monitoring of students and the use of strategic monitoring of students through the AIMSWeb program. Data points are analyzed, and instructional strategies are modified accordingly. RTA and MIT programs use weekly monitoring systems as well. Monitoring results are used to inform instruction and make decisions about student placement in programs.	

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	The Board of Education screens the qualifications and certifications of all paraprofessionals, who then receive training and are assigned based on student needs.	

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 can be reviewed for further information.	

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 SBDM Council's Parent Involvement Policy addresses parent participation in the development of targeted assistance activities, and school staff further this involvement through events such as Parent Teacher Conferences, Open Houses, Family Math and Reading Nights, SBDM meetings, Advisory Council meetings, and ARC meetings.	

Comprehensive School Improvement Plan

Whitley County North Elementary School

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	The eight Targeted Assistance Planning components are evidenced throughout the school improvement plan. A planning team researches reform strategies and transition strategies to reach all students identified as eligible for Title 1 services. As our school is a Title 1 School, all our students are included. They collaborate with team members to plan strategies for acquiring and keeping highly qualified educators, providing quality professional learning opportunities, and garnering parental support and involvement. They also coordinate and incorporate services from other agencies and programs	

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	All staff professional development hours are documented and can be viewed on the ePD application on the District's KEEIS system.	

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	Teachers meet annually during the months of October and November to conduct data disaggregation from KPREP, IOWA, STAR, and MAP assessments. On-going needs assessments are conducted throughout the year during PLC meetings and updates are made to the consolidated plan as needed. Formative assessment measures, testing scrimmages, and common classroom assessments are also conducted and analyzed to plan instructional strategies and activities.	

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	The CSIP can be viewed by the public on the Whitley County District Homepage @whitley.kyschools.us.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	All WCNE teachers are highly qualified.	

Comprehensive School Improvement Plan

Whitley County North Elementary School

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	The school and district plans for and provides professional development for all staff members based on the comprehensive school improvement plan.	

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	These staff positions are not listed on the Title I Ranking Report.	

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

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	All para-educators work under the direct supervision of a highly qualified classroom teacher, and their schedules reflect an emphasis on instructional rather than clerical work.	

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	Para-professionals' duty schedules reflect an emphasis on instructional duties, rather than non-instructional duties.	

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 schedules non-instructional duties for para-educators working with targeted students demonstrate 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	No Title I funds were used to allow the school to meet cap size requirements.	

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Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	No Title II funds were used to allow the school to meet its cap size requirements.	

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:

Increase Tell Survey rating on Question 6.5 "Teachers have an appropriate level of influence on decision making in this school" from 75% to 80% by May, 2017.

Measurable Objective 1:

collaborate to ensure an 80% or above overall rating by 05/12/2017 as measured by the TELL survey and/or school survey that teachers agree that they have an appropriate level of influence on decision making in this school..

Strategy1:

Survey Analysis - Teachers, principal, and other certified educators in our school will analyze the survey summary report as well as informal surveys to identify areas of concern, participate in discussion groups, and recommend sound policies and practices to achieve optimum teacher engagement in making decisions for the school.

Category: Stakeholder Engagement

Research Cited:

Activity - SBDM Agenda Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided SBDM Agendas prior to scheduled meetings in order to encourage involvement in the decision making process for our school.	Other - Stakeholder Engagement	08/08/2016	05/12/2017	\$0 - No Funding Required	Principal, SBDM members

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 56% to 63% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Comprehensive School Improvement Plan

Whitley County North Elementary School

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum.

Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, and District Literacy Coach

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

Strategy2:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/08/2016	04/28/2017	\$0 - No Funding Required	Kindergarten Teachers, Kindergarten Instructional Assistants, and Sulia Douglas

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Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/03/2017	04/28/2017	\$150 - General Fund	Preschool Staff, Kindergarten Staff, and Principal

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/10/2017	04/28/2017	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool Staff, and Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/08/2016	05/12/2017	\$0 - District Funding	Teachers, Principal, and MAP Assessment Coordinator

Strategy3:

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

Category: Continuous Improvement

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 program review 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	08/08/2016	06/30/2017	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy4:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments, and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Certified Staff and SBDM Council

Activity - Curriculum planning	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, interactive computer applications on iPads and Chrome Books, test prep materials, and teacher resource books to raise reading and math scores.	Other	08/08/2016	05/12/2017	\$2200 - General Fund	Principal, Teachers

Strategy5:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

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. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/08/2016	05/12/2017	\$1000 - Other	Principal, Teachers, FRC, PTC, Renaissance Place School Manager

Strategy6:

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/22/2016	05/12/2017	\$33750 - Grant Funds	Teachers, Principal, District Grant Coordinator

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/22/2016	05/12/2017	\$33750 - Grant Funds	Teachers, Principal, District Grant Coordinator

Strategy7:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/09/2016	05/12/2017	\$400 - Other	Parent Teacher Connection Chairperson and Principal

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Sherry Paul, FRC Coordinator; Patrick Bowlin, DPP; Certified Staff; and Principal

Comprehensive School Improvement Plan

Whitley County North Elementary School

Activity - Awards Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year and reviewed at the end of each semester.	Policy and Process	08/08/2016	05/12/2017	\$600 - Other	Parent Teacher Connection Chairperson, Teachers, and Principal

Strategy8:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Stakeholder Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/08/2016	05/12/2017	\$150 - Other	Natasha Robinson (4-H Coordinator), Jennifer Prewitt (PRIDE and Unite coordinator), Matthew Ratliff (First Priority leader) and Principal

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/08/2016	05/12/2017	\$0 - No Funding Required	K-6 Homeroom teachers

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

Goal 1:

Whitley North Elementary will decrease the percentage of students who are not Kindergarten ready from 71% to 66% in 2017 as measured by the Brigance Assessment.

Comprehensive School Improvement Plan

Whitley County North Elementary School

Measurable Objective 1:

collaborate to decrease the percentage of students lacking the skills needed to be ready for Kindergarten by 08/01/2017 as measured by the Brigance Early Childhood Screener.

Strategy1:

Kindergarten Readiness - All students entering Kindergarten will be screened using the Brigance Early Childhood assessment in order to identify areas of need and remove barriers to achieving proficiency in Kindergarten skills.

Category: Early Learning

Research Cited: Campbell, E., T. Schellinger, and J. Beer. "Relationships Among the Ready or Not Parental Checklist for School Readiness, the BRIGANCE® Kindergarten and First-Grade Screen and SRA Scores." Part 1.

Beer, J. "Relationship Between the Ready or Not Parental Checklist for School Readiness and the BRIGANCE® Kindergarten and First-Grade Screen." Part 2. *Perceptual and Motor Skills* 70.3 (1990): 1214. *Perceptual and Motor Skills* 73.3 (1991): 859–862.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at entry with the common statewide screener (Brigance). Data gathered will be analyzed and utilized to inform instructional decisions in planning math and reading activities, as well as activities to promote social and emotional development.	Academic Support Program	08/15/2016	12/09/2016	\$0 - No Funding Required	Teachers, Principal, Bell-Whitley Preschool

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

Goal 1:

Whitley North Elementary will decrease the percentage of students who are not Kindergarten ready from 71% to 66% in 2017 as measured by the Brigance Assessment.

Measurable Objective 1:

collaborate to decrease the percentage of students lacking the skills needed to be ready for Kindergarten by 08/01/2017 as measured by the Brigance Early Childhood Screener.

Strategy1:

Kindergarten Readiness - All students entering Kindergarten will be screened using the Brigance Early Childhood assessment in order to identify areas of need and remove barriers to achieving proficiency in Kindergarten skills.

Category: Early Learning

Research Cited: Campbell, E., T. Schellinger, and J. Beer. "Relationships Among the Ready or Not Parental Checklist for School Readiness, the BRIGANCE® Kindergarten and First-Grade Screen and SRA Scores." Part 1.

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Beer, J. "Relationship Between the Ready or Not Parental Checklist for School Readiness and the BRIGANCE © Kindergarten and First-Grade Screen." Part 2. Perceptual and Motor Skills 70.3 (1990): 1214. Perceptual and Motor Skills 73.3 (1991): 859-862.

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at entry with the common statewide screener (Brigance). Data gathered will be analyzed and utilized to inform instructional decisions in planning math and reading activities, as well as activities to promote social and emotional development.	Academic Support Program	08/15/2016	12/09/2016	\$0 - No Funding Required	Teachers, Principal, Bell-Whitley Preschool

Strategy2:

Preschool Transition Meetings - Whitley North Elementary School, in collaboration with Bell Whitley Preschool, will invite incoming Kindergartners and their families to Kindergarten Readiness Orientation. During this meeting, parents will tour the school, meet the Kindergarten staff, and receive information about Kindergarten requirements. Teachers will discuss how the universal readiness screener is used to plan Kindergarten activities and how parents can help prepare their children for this assessment.

Category: Stakeholder Engagement

Research Cited: Kraft-Sayre, M. E., & Pianta, R. C. (2000). Enhancing the transition to kindergarten: Linking children, families, and schools. Charlottesville, VA: University of Virginia, National Center for Early Development & Learning.

"Children's Schooling and Parents' Behavior: Evidence from the Head Start Impact Study," with Adam Isen, Journal of Public Economics 2013, 101, 25-38.

Activity - Preschool to Kindergarten Transition Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, students in preschool will visit Kindergarten classrooms to observe expectations participate in activities and lessons to get them excited about their transition to Kindergarten.	Academic Support Program	03/31/2017	05/12/2017	\$0 - No Funding Required	Preschool teachers, Kindergarten teachers, and Principal

Activity - Kindergarten Readiness Pamphlet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Teachers will continue to collaborate with district-wide peers to create a newsletter listing Kindergarten goals to be shared with Preschool parents in an effort to help them be more proactive in preparing their children for Kindergarten.	Academic Support Program	07/01/2016	07/28/2017	\$0 - No Funding Required	Kindergarten teachers

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Activity - Kindergarten Transition Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool to Kindergarten transitional strategies will continue to be reflected up and revised through collaborative meetings with Bell Whitley Preschool staff, Whitley North Kindergarten Staff, and the Principal. Preschool staff will continue to implement activities and share information with parents during scheduled parent meetings throughout the year and during home visits to all preschool children enrolled at Whitley North.	Parent Involvement Community Engagement	09/30/2016	06/30/2017	\$0 - No Funding Required	Bell Whitley Preschool staff, Preschool teachers, Kindergarten teachers, and Principal

Strategy3:

Early Childhood Development Support - The Family Resource Center Director will continue to provide support for families in meeting the educational, social, emotional, and physical development of their preschool children from birth to three years old. The FRC will continue to host monthly meetings for all parents who wish to attend seminars including but not limited to childhood development, health issues, mental health issues, and use of community and professional resources. Support groups will continue to be initiated as specific needs arise.

Category: Stakeholder Engagement

Research Cited: Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan, 76(9), 701-711.

Activity - Family Resource Center Seminars	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will publicize and host monthly meetings open for all parents who wish to attend. Monthly topics will address early childhood development issues, health and mental health issues, accessing resources, and other issues recognized as family and community needs through surveys and referrals.	Parent Involvement Community Engagement	08/08/2016	06/30/2017	\$1000 - Other	Family Resource Director

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 56% to 63% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

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

Category: Continuous Improvement

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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 program review 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	08/08/2016	06/30/2017	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy2:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

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. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/08/2016	05/12/2017	\$1000 - Other	Principal, Teachers, FRC, PTC, Renaissance Place School Manager

Strategy3:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum planning	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, interactive computer applications on iPads and Chrome Books, test prep materials, and teacher resource books to raise reading and math scores.	Other	08/08/2016	05/12/2017	\$2200 - General Fund	Principal, Teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments, and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Certified Staff and SBDM Council

Strategy4:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of Johns Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Awards Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year and reviewed at the end of each semester.	Policy and Process	08/08/2016	05/12/2017	\$600 - Other	Parent Teacher Connection Chairperson, Teachers, and Principal

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/09/2016	05/12/2017	\$400 - Other	Parent Teacher Connection Chairperson and Principal

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Sherry Paul, FRC Coordinator; Patrick Bowlin, DPP; Certified Staff; and Principal

Strategy5:

21st Century Flash - The 21st Century Community Learning Centers Grant "FLASH" (Fun Learning After School Hours) will provide supplemental instructional services to students to enhance their academic performance. FLASH will provide cultural enrichment and recreational opportunities to students. FLASH will also serve parents of participating children through family reading activities to assist parents in becoming more active participants in their children's education.

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Category: Integrated Methods for Learning

Research Cited:

Activity - FLASH - Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment applications aligned to Common Core standards to extend the reading instruction provided during the regular school day. FLASH activities will use the Reading Coaches model to target specific reading skills in one-on-one and small group instructional settings. Accelerated Reader will be available to encourage reading practice during after school hours.	Extra Curricular	08/22/2016	05/12/2017	\$33750 - Grant Funds	Teachers, Principal, District Grant Coordinator

Activity - FLASH Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLASH will use various instructional and assessment programs to extend math instruction provided during the regular school day. Hands-on math experiences will be aligned with Common Core standards and will be provided in collaboration with community partners and through integration with other program activities and field trips.	Extra Curricular	08/22/2016	05/12/2017	\$33750 - Grant Funds	Teachers, Principal, District Grant Coordinator

Strategy6:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/08/2016	05/12/2017	\$0 - District Funding	Teachers, Principal, and MAP Assessment Coordinator

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/08/2016	04/28/2017	\$0 - No Funding Required	Kindergarten Teachers, Kindergarten Instructional Assistants, and Sulia Douglas

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Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/03/2017	04/28/2017	\$150 - General Fund	Preschool Staff, Kindergarten Staff, and Principal

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/10/2017	04/28/2017	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool Staff, and Principal

Strategy7:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum.

Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Research Cited:

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, and District Literacy Coach

Strategy8:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

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Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/08/2016	05/12/2017	\$0 - No Funding Required	K-6 Homeroom teachers

Activity - Stakeholder Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/08/2016	05/12/2017	\$150 - Other	Natasha Robinson (4-H Coordinator), Jennifer Prewitt (PRIDE and Unite coordinator), Matthew Ratliff (First Priority leader) and 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 55.4% in 2016 to 72% 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 55.4% to 60.8% by 06/30/2017 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: Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Corporation (SEDL). Downloaded November 17, 2016 from <http://www.sedl.org/connections/resources/evidence>.

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Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley North Elementary will increase community and parental involvement through improved communication, outreach, and support in an effort to foster student achievement and well-being. We strive to involve all stakeholders in supporting our students. To achieve this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school/district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications, social media posts, agendas, and the Remind application.	Parent Involvement Community Engagement	08/08/2016	07/28/2017	\$0 - No Funding Required	Principal, Teachers, District PR Staff, School PR Staff, FRC Director, SBDM Council, and PTC Leader

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 recognition events. 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	08/08/2016	05/12/2017	\$0 - Title I Part A	Title I Community Liaison, Teachers, Principal

Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/08/2016	05/12/2017	\$1200 - Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will organize and host parent workshops throughout the school year. To plan and organize these events, the FRC will collaborate with community members and agency partners to provide meaningful sessions that will have a positive impact on our students and their families. The purpose of the workshops is to assist parents and other caregivers provide educational, social, and emotions support for our students. The workshops focus on, but are not limited to, understanding student data, assisting students with homework, and gathering resources to meet their needs.	Community Engagement	08/08/2016	07/28/2017	\$1000 - Other	FRC Director

Strategy2:

Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

Category: Continuous Improvement

Research Cited:

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley North Elementary staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator/Science Chair, Technology Coordinator, etc.) to ensure that best practices for instruction in all areas are utilized and resources are maximized.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - High Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will convey high expectations for ALL Students. Expectations will be conveyed in a Syllabus to be given to students and shared with parents at the beginning of the school year and will be reviewed as needed. Teachers will communicate frequently with parents/caregivers through notes home, agendas, and/or the Remind application to reinforce their high expectations to students and parents.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	All Teachers and Principal

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Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.)</p> <p>Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.</p>	Direct Instruction	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers

Strategy3:

Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

Category: Integrated Methods for Learning

Research Cited:

Activity - Digital Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Train teachers in using and integrating digital resources that align with standards in selected content areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Reading Eggs, Google Classroom, PBS, Brain Pop, Flocabulary, Think Central, Clever Crazes for Kids, Hooked on Science, Turtle Academy, Study Island, IXL, and Renaissance Place applications.</p>	Technology	08/08/2016	04/28/2017	\$5400 - General Fund	Teachers, Principal

Strategy4:

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

Category: Learning Systems

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.</p>	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal

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Activity - Instructional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other Academic Support Program	08/08/2016	04/28/2017	\$0 - No Funding Required	Teachers

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/08/2016	04/28/2017	\$0 - No Funding Required	All certified staff

Strategy5:

RTI - Students who need more intense instruction and monitoring in math and reading will be identified through the universal screener.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk-throughs and progress monitoring notes.	Academic Support Program	08/08/2016	05/26/2017	\$250 - General Fund	Principal

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate the effectiveness and benefit of RTI interventions being used with students. During collaboration, teachers will make adjustments to interventions as needed to ensure students succeed and achievement gaps are closed.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers

Strategy6:

Focused Instructional Grouping - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. FIG will give teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data from MAP, STAR, state assessments, and common classroom assessments, to establish groups and instructional routines; plan intense instructional activities to address students' needs; and collaborate with peers to ensure cohesive instruction.

Category: Continuous Improvement

Research Cited: Reutzel, D.R. (2003). Organizing effective literacy instruction: Grouping strategies and instructional routines. L.M. Morrow, L.B. Gambrell & M. Pressley (Eds.) Best Practices in Literacy Instruction, (241-267). New York: Guilford.

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Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to establish instructional groups and plan instructional strategies and activities based on needs analysis of each student as evidenced by KPREP performance, MAP Assessments, STAR diagnostic, and common classroom assessments.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Title 1 Interventionist, MIT, STC staff, RTA, SPED staff, and Principal

Strategy7:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Save the Children teacher, Reading Recovery teacher, and Read to Achieve (RTA) teacher will review Renaissance Place STAR reports and STAR Early Literacy Reports 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' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage tests given by the MIT to determine placement in the math intervention program. In addition, teachers, principal, and the Title 1 math interventionist will review students' MAP scores to determine placement for math small group intervention.

Category: Continuous Improvement

Research Cited: RTA/MIT/STC

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/15/2016	05/12/2017	\$0 - Grant Funds	STC teacher, principal, teachers

Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and provide individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size and provide individualized instruction.	Academic Support Program	08/08/2016	05/12/2017	\$0 - Other	Teachers, RTA teacher, MIT teacher, Principal

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Activity - Title I Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 3-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral. Interventionist will also collaborate during whole group instructional times to provide support and reinforcement.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Title I Math Interventionist, Principal, and Teachers

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 06/30/2017 as measured by the School Report Card.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$1000 - General Fund	Paula Rickett, Kim Creekmore, and Principal

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration, and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principal

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, and District Administrators

Strategy2:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - An aligned and rigorous mathematics curriculum will actively engage student learning. Student

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 progress monitoring data to inform instructional levels and differentiate instruction in order to meet students' needs

Category: Continuous Improvement

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

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Design Collaborative is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. The school MDC participant will work with teachers in both grade level and school-wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, and District Math Coach

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 intervention, reinforcement, and enrichment, students will use IXL, Study Island, Envision Math, Inside Mathematics.com, and other math computer applications and programs that are interactive and research-proven.	Academic Support Program	08/08/2016	05/12/2017	\$2000 - Grant Funds	Teachers, MIT, Title I Math staff, Curriculum Coordinator

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Activity - Aligned and Rigorous Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our Math instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KACS Mathematics Placemats, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district math consultant, and implement new strategies to improve student growth in math.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator, Title 1 Math Staff, MIT

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 math assessment data, design and plan best practice instructional activities and analyze progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the math curriculum K-6th grade, identify gaps in math instruction and plan strategies to remedy these instructional gaps.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator

Activity - Supplemental Mathematic Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Envision Math, Mega Math, Study Island, and IXL to supplement the Go Math curriculum. Teachers will align mathematics instruction more closely to the KACS. 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 KACS, analyze student data, and increase student growth in math.	Academic Support Program	08/08/2016	05/12/2017	\$2000 - General Fund	Teachers, MIT, Title I Math staff, Principal, Curriculum Coordinator

Strategy3:

Math Instructional Initiatives - Research proven math activities will be used to reduce the percentage of students scoring at the novice level in math.

Category: Continuous Improvement

Research Cited:

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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-3 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 math instruction in all primary classrooms. The MIT also involves families in the intervention program and hosts a Family Math Night.	Academic Support Program	08/08/2016	05/12/2017	\$0 - Grant Funds	MIT, Teachers, Principal

Activity - Novice Reduction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program Professional Learning	08/01/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Novice Reduction Team

Activity - Family Math Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights every other month 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 a variety of fun, educational activities.	Community Engagement	08/08/2016	05/12/2017	\$0 - Grant Funds	MIT, Teachers, Principal, Curriculum Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver math instruction to all students.	Professional Learning	08/08/2016	06/30/2017	\$1000 - District Funding	Principal, Teachers, Professional Development Coordinator

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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	08/15/2016	05/12/2017	\$0 - No Funding Required	Teachers, MIT, Principal, Curriculum Coordinator, SPED Teachers

Activity - Analysis of MAP Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in math to inform instructional decisions in math. Teachers will provide differentiated instruction for students who do not meet MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0 - District Funding	Teachers, Principal, Curriculum Coordinator

Activity - Math Response to Intervention	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 research-based intervention matched to individual student needs with methods to measure effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring activities.	Academic Support Program Policy and Process	08/08/2016	05/12/2017	\$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. At least thirty minutes of daily math intervention is also provided by the special education teachers for all students with a disability in math. Progress monitoring data is kept by special education teachers.	Academic Support Program	08/08/2016	05/12/2017	\$2000 - General Fund	SPED Teachers

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 06/30/2017 as measured by the School Report Card.

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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 and Reading and Language MAP assessments. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

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

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 gap.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, Library Media Specialist, Curriculum Coordinator

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	08/08/2016	05/12/2017	\$0 - Other	SPED Teachers, Director of SPED, Principal, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the TELL Survey Q8.2 to identify areas of professional development teachers feel they need to more effectively deliver reading instruction to all students.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Professional Development Coordinator

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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, and Accelerated Reader.	Academic Support Program	08/08/2016	05/12/2017	\$5400 - General Fund	Teachers, Reading Recovery Teachers, Principal, STC Instructor

Strategy2:

Reading Instructional Initiatives - Research proven instructional practices will be implemented to address reducing the percentage of students scoring at the novice level in reading.

Category: Continuous Improvement

Research Cited:

Activity - Family Reading Involvement	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 a variety fun, educational activities.	Community Engagement	08/15/2016	05/12/2017	\$0 - Grant Funds	RTA Teacher, Principal, District Reading Coach

Activity - Reading Response to Intervention	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 research-based intervention strategies matched to individual student needs with methods for measuring effectiveness. Teachers will monitor the intervention strategies and student growth through weekly progress monitoring.	Policy and Process Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal

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-on-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	08/08/2016	05/12/2017	\$0 - Grant Funds	Teachers, RR teachers, Reading Coach

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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	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal

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	08/08/2016	05/12/2017	\$0 - Grant Funds	Teachers, STC Coordinator, Principal

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	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal, and Renaissance Place Coordinator

Activity - Wildcat FLASH 21st CCLC Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wildcat FLASH 21st CCLC Program will use various instructional and assessment programs to extend the reading instruction provided during the regular school day. FLASH 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 CCLC FLASH programs.	Academic Support Program	08/08/2016	05/12/2017	\$33750 - General Fund	Teachers, Principal, District Grant Coordinator, Site Coordinator

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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	08/08/2016	05/12/2017	\$0 - Grant Funds	Reading Recovery Teachers, Teachers, Principal, Reading Coach

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	08/08/2016	05/12/2017	\$0 - District Funding	Teachers, PTC, Principal, Renaissance Place Coordinator

Activity - Journey's Literacy Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Journeys Literacy Tool Kit to provide focused, skill-based instruction for individual or small-group work. Leveled books will provide additional reading and skill application, and assessments will evaluate the intervention effectiveness.	Academic Support Program	08/08/2016	05/12/2017	\$0 - District Funding	Teachers, Principal, District Curriculum Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice Reduction Team will attend specialized training in research-proven Novice Reduction initiatives and will collaborate with teachers in all grade levels to implement instructional strategies to maximize student growth and achievement.	Academic Support Program Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, Novice Reduction Team

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Activity - STAR Reading Assessment Analysis	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	08/08/2016	05/12/2017	\$4600 - General Fund	Teachers, Principal, PLC Teams, Read To Achieve Teachers

Activity - Analysis of Reading MAP Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze MAP reports to identify student weaknesses in reading and inform instructional decisions. Teachers will provide differentiated instruction for students who do not meet the MAP benchmarks and will use reports to identify and target students in need of intervention programs.	Academic Support Program	08/15/2016	05/12/2017	\$0 - District Funding	Teachers, Principal

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	08/08/2016	05/12/2017	\$0 - Grant Funds \$4600 - District Funding	Teachers, Renaissance Place Coordinator

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	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Reading Recovery Teachers, Principal

Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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	07/01/2016	06/30/2017	\$0 - No Funding Required	Principal, SBDM Council, and District Administrators

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principal

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration, and SBDM Council

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Policy and Process	07/01/2016	06/30/2017	\$1000 - General Fund	Paula Rickett, Kim Creekmore, and Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 55.4% in 2016 to 72% 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 55.4% to 60.8% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Best Practice - Instructors will use research proven instructional methods to help struggling learners master new academic skills.

Category: Continuous Improvement

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Research Cited:

Activity - Strategies to Promote Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.)</p> <p>Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.</p>	Direct Instruction	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Whitley North Elementary staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator/Science Chair, Technology Coordinator, etc.) to ensure that best practices for instruction in all areas are utilized and resources are maximized.</p>	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - High Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will convey high expectations for ALL Students. Expectations will be conveyed in a Syllabus to be given to students and shared with parents at the beginning of the school year and will be reviewed as needed. Teachers will communicate frequently with parents/caregivers through notes home, agendas, and/or the Remind application to reinforce their high expectations to students and parents.</p>	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	All Teachers and Principal

Strategy2:

Reading and Math Initiative - To improve the literacy gap, teachers, principal, Save the Children teacher, Reading Recovery teacher, and Read to Achieve (RTA) teacher will review Renaissance Place STAR reports and STAR Early Literacy Reports 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' MAP scores to determine initial placement in the math initiative program. The selected students will take additional diagnostic Advantage tests given by the MIT to determine placement in the math intervention program. In addition, teachers, principal, and the Title 1 math interventionist will review students' MAP scores to determine placement for math small group intervention.

Category: Continuous Improvement

Research Cited: RTA/MIT/STC

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Activity - RTA teacher/Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA teachers use in-school literacy based instruction in small groups to reduce class size and provide individualized instruction which helps children grow as readers and learners. The MIT implementation of mathematics diagnostic assessment and intervention services and programs will address the needs of students in the primary program who are struggling with math. The diagnostic assessment and intervention services and programs promote effective instructional practices in mathematics by using small math group instruction during the school day to help reduce class size and provide individualized instruction.	Academic Support Program	08/08/2016	05/12/2017	\$0 - Other	Teachers, RTA teacher, MIT teacher, Principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC teacher will review STAR assessment and STAR Early Literacy assessment results to choose students for small group instruction. Students will receive supplemental, individualized instruction based on their instructional reading levels. Research-based instructional strategies will be used, and mid-year STAR assessment results will be used to track progress and adjust groups and inform instruction.	Academic Support Program	08/15/2016	05/12/2017	\$0 - Grant Funds	STC teacher, principal, teachers

Activity - Title I Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Math Interventionist will use student MAP data, AIMS Web benchmark assessments, and KPREP results to identify students in need of small group pullout services. Students will be provided supplemental instruction to re-teach and/or reinforce math instruction. Math interventionist will provide Tier 3 RTI services for students in grades 3-6 found to be at-risk in the areas of math computation and/or math reasoning. Mid-year MAP assessment, AIMS Web Winter Benchmark assessment, and RTI progress will be used to adjust groups, inform instruction, and identify students in need of special education referral. Interventionist will also collaborate during whole group instructional times to provide support and reinforcement.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Title I Math Interventionist, Principal, and Teachers

Strategy3:

Digital Learning - Integrate digital content into curriculum by using digital applications to supplement, reinforce, and extend concepts and skills in whole group, small group, and individual learning experiences.

Category: Integrated Methods for Learning

Research Cited:

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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 areas. Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, i.e. AIMSweb, Starfall, Reading Eggs, Google Classroom, PBS, Brain Pop, Flocabulary, Think Central, Clever Crazes for Kids, Hooked on Science, Turtle Academy, Study Island, IXL, and Renaissance Place applications.	Technology	08/08/2016	04/28/2017	\$5400 - General Fund	Teachers, Principal

Strategy4:

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: Henderson, A. & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Corporation (SEDL). Downloaded November 17, 2016 from <http://www.sedl.org/connections/resources/evidence>.

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will organize and host parent workshops throughout the school year. To plan and organize these events, the FRC will collaborate with community members and agency partners to provide meaningful sessions that will have a positive impact on our students and their families. The purpose of the workshops is to assist parents and other caregivers provide educational, social, and emotions support for our students. The workshops focus on, but are not limited to, understanding student data, assisting students with homework, and gathering resources to meet their needs.	Community Engagement	08/08/2016	07/28/2017	\$1000 - Other	FRC Director

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whitley North Elementary will increase community and parental involvement through improved communication, outreach, and support in an effort to foster student achievement and well-being. We strive to involve all stakeholders in supporting our students. To achieve this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school/district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications, social media posts, agendas, and the Remind application.	Community Engagement Parent Involvement	08/08/2016	07/28/2017	\$0 - No Funding Required	Principal, Teachers, District PR Staff, School PR Staff, FRC Director, SBDM Council, and PTC Leader

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Activity - Family Reading/Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school hosts family reading/math nights once each month to increase parent involvement in the learning process. Family reading/math night encourages parents and students to become life long learners. The school attracts families and students using monthly themes and a variety of fun games/activities. The FRC staff and Title I staff help with activities and games. Title I also provides a healthy snack to the parents.	Parent Involvement	08/08/2016	05/12/2017	\$1200 - Title I Part A	RTA teacher, MIT teacher, Principal, District Title I staff, FRC

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 recognition events. 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	08/08/2016	05/12/2017	\$0 - Title I Part A	Title I Community Liaison, Teachers, Principal

Strategy5:

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

Category: Learning Systems

Research Cited:

Activity - Vertical/Horizontal Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will vertically/horizontally align the curriculum on an on-going basis as weekly lesson plans are developed.	Policy and Process	08/08/2016	04/28/2017	\$0 - No Funding Required	All certified staff

Activity - Curriculum Development	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	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal

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Activity - Instructional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will gather, develop, and create materials to teach Common Core ELA and Math standards as a group during common planning to address student needs as evidenced by formative and summative assessments.	Other Academic Support Program	08/08/2016	04/28/2017	\$0 - No Funding Required	Teachers

Strategy6:

Focused Instructional Grouping - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. FIG will give teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data from MAP, STAR, state assessments, and common classroom assessments, to establish groups and instructional routines; plan intense instructional activities to address students' needs; and collaborate with peers to ensure cohesive instruction.

Category: Continuous Improvement

Research Cited: Reutzell, D.R. (2003). Organizing effective literacy instruction: Grouping strategies and instructional routines. L.M. Morrow, L.B. Gambrell & M. Pressley (Eds.) Best Practices in Literacy Instruction, (241-267). New York: Guilford.

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to establish instructional groups and plan instructional strategies and activities based on needs analysis of each student as evidenced by KPREP performance, MAP Assessments, STAR diagnostic, and common classroom assessments.	Academic Support Program	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Title 1 Interventionist, MIT, STC staff, RTA, SPED staff, and Principal

Goal 2:

Increase the averaged combined reading and math K-Prep scores for all students from 56% in 2016 to 73.6% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 56% to 63% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Kindergarten Readiness - The district in collaboration with other local agencies will recruit preschool aged children and provide research based programming to promote healthy and successful transitions to a more formal educational environment.

Category: Continuous Improvement

Research Cited:

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Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened with the state required Dial Three. The district will screen for : Letter Identification, Letter Sounds, Sightwords, Number Identification, and Name Writing. They will also take the predictive assessment STAR Early Literacy. All screening/assessments will be analyzed for instructional purposes and compiled for parent/transition meetings and conferences.	Policy and Process	08/08/2016	04/28/2017	\$0 - No Funding Required	Kindergarten Teachers, Kindergarten Instructional Assistants, and Sulia Douglas

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and principal. Welcoming activities, children's activities, expectations and discussions will take place.	Parent Involvement	04/03/2017	04/28/2017	\$150 - General Fund	Preschool Staff, Kindergarten Staff, and Principal

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classroom before their preschool year ends. Kindergarten children will be introduced to the teachers and the environment.	Policy and Process	03/10/2017	04/28/2017	\$0 - No Funding Required	Preschool Teachers, Kindergarten Teachers, Bell-Whitley Preschool Staff, and Principal

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed in the areas of reading and math using the MAP assessment. Assessment results will be analyzed for instructional purposes, and student progress data will be communicated to parents.	Academic Support Program	08/08/2016	05/12/2017	\$0 - District Funding	Teachers, Principal, and MAP Assessment Coordinator

Strategy2:

Attendance Improvement - Teachers, PTC, Family Resource Center and stakeholders will collaborate to motivate students to attend school regularly through communication of expectations, attendance monitoring, and rewards.

Category: Continuous Improvement

Research Cited: "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools" by Robert Balfanz and Vaughan Byrnes of John's Hopkins University. Education Digest; Oct2012, Vol. 78 Issue 2, p4-9, 6p

Activity - Reducing Barriers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with the Family Resource Center and DPP personnel to monitor students who are identified as having attendance concerns. School staff will communicate attendance policies, expectations, and benefits to students and parents and will make contact with parents through telephone calls, notes in the planner, or letters home when students are absent.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Sherry Paul, FRC Coordinator; Patrick Bowlin, DPP; Certified Staff; and Principal

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Activity - Awards Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with commendable attendance (Perfect Attendance, Excellent Attendance, and Great Attendance) will be awarded a trophy at the end of the year. Criteria for receiving an attendance trophy will be communicated to students and parents at the beginning of the school year and reviewed at the end of each semester.	Policy and Process	08/08/2016	05/12/2017	\$600 - Other	Parent Teacher Connection Chairperson, Teachers, and Principal

Activity - Grading Period Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTC will provide a variety of incentives to students for commendable attendance for each grading period, as funds allow. Rewards may be in the form of participation in desirable activities.	Community Engagement	09/09/2016	05/12/2017	\$400 - Other	Parent Teacher Connection Chairperson and Principal

Strategy3:

Progress Monitoring - Teachers will meet weekly in Professional Learning Communities to plan instruction, reflect on lessons, and analyze student performance in reading and math to increase K-PREP scores.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum planning	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, interactive computer applications on iPads and Chrome Books, test prep materials, and teacher resource books to raise reading and math scores.	Other	08/08/2016	05/12/2017	\$2200 - General Fund	Principal, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student universal assessment results (STAR, common assessments, and MAP assessment) and report a summary to SBDM as to their findings and instructional plans for addressing weaknesses.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Certified Staff and SBDM Council

Strategy4:

Writing Across Curriculum - Writing is an integral part of the KPREP Assessment so it should also be an integral part of our curriculum.

Writing lessons and activities will be aligned with the Common Core Language Arts Curriculum and will follow the district writing plan/SBDM writing policy.

Category: Continuous Improvement

Research Cited:

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Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Design Collaborative (LDC) is an instructional framework for implementing Kentucky's Academic Standards and improving teacher effectiveness by design: the instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs. LDC participant will work with teachers in both grade level and school wide PLC teams to include all grade levels in the process.	Professional Learning	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, Principal, and District Literacy Coach

Activity - SBDM Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the district's/SBDM policy which describes in detail the types of writing that is required at each grade level. Teachers will design lessons and activities aligned with Common Core Standards in Language Arts, will assess student writing products using scoring guides similar to those used on the KPREP assessment, and will work together in PLC meetings to analyze student writing products to inform instruction.	Policy and Process	08/08/2016	05/12/2017	\$0 - No Funding Required	Teachers, District Writing Coach, Principal

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: Continuous Improvement

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 program review 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	08/08/2016	06/30/2017	\$0 - No Funding Required	Teachers, Family Resource, Principal, SBDM Council

Strategy6:

Extending Learning - Students can extend/enrich their learning with effective & appropriate homework assignments. Teachers will assign homework that is meaningful and aligned with specific area of study being reinforced. Assignments will be a cumulative review in nature in order to promote mastery and require an application of previously learned skills and to promote higher-order thinking.

Category: Integrated Methods for Learning

Research Cited: Harris Cooper, Jorgianne Civey Roginson, and Erika A. Patall. Does homework improve academic achievement? A syntheses of research, 1987-2003. Review of Educational Research 2006, vol. 76: 1-62

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Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned grade appropriate homework as described in the SBDM Homework Policy.	Parent Involvement	08/08/2016	05/12/2017	\$0 - No Funding Required	K-6 Homeroom teachers

Activity - Stakeholder Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Whitley County Extension Agency will continue to provide services in grades 4-6 on various environmental and conservation issues and continue the 4th grade annual field trip to local businesses in efforts to extend real world learning and community services. They will also continue to reinforce 5th grade social studies curriculum in the domain of government through the annual 5th grade field trip to local government offices. PRIDE will continue to be a part of the school's outside collaboration. The Unite Club will continue to organize activities and hold monthly meetings. First Priority will continue to hold weekly club meetings. We will continue to publish student accomplishments, classroom projects, and information in the District Ed. Newspaper in an effort to promote community awareness and support.	Community Engagement	08/08/2016	05/12/2017	\$150 - Other	Natasha Robinson (4-H Coordinator), Jennifer Prewitt (PRIDE and Unite coordinator), Matthew Ratliff (First Priority leader) and Principal

Strategy7:

Reading initiative - Reinforcement and rewards will be used to motivate students to take an active role in meeting grade level reading goals in points earned, average percent correct, percentage of books read independently, and grade equivalency level. Goals and expectations will be communicated to students and parents at the beginning of the year and reviewed with students and parents at the end of each grading period.

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. Reading progress for points earned, average percent correct, percentage of books read independently, and grade level equivalency of books read will be communicated to parents and students each grading period, and students meeting goals will be rewarded. Special recognition medallions will be presented to students for High Achievement in Reading as measured by exceeding Grade Equivalency score by 2 or more years on the STAR test at the end of the year.	Other	08/08/2016	05/12/2017	\$1000 - Other	Principal, Teachers, FRC, PTC, Renaissance Place School Manager

Goal 3:

Increase On-Demand Writing percentage of Proficient/Distinguished scores from 37.5% to 42% by 2017.

Measurable Objective 1:

demonstrate a proficiency in responding to on-demand tasks by 05/31/2017 as measured by the 2016-2017 KPREP.

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Strategy1:

Provide On-Demand Writing Practice - Students in 5th and 6th Grades will participate in On-Demand Writing Scrimmages each grading period. Teachers will collaborate during common planning times to create on-demand prompts to assess students' writing skills. Scrimmages will mirror the format and time constraints students will face during KPREP testing. Teachers will use scrimmage results to inform writing instruction, identify individual student needs, and reflect on teaching practices. Results will be communicated to students and used as opportunities to reteach writing strategies and model proficient writing samples.

Category: Other - Direct Instruction

Research Cited:

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th and 6th Grade students will apply on-demand writing skills during KPREP-like assessment sessions collaboratively designed by classroom teachers. These will provide opportunities for students to practice the writing skills and strategies they learn each grading period, and careful assessment of students' work will allow teachers to target students' weaknesses and identify instructional needs.	Direct Instruction	08/31/2016	04/28/2017	\$0 - No Funding Required	Teachers and Principal

Strategy2:

Integrated Writing Instruction - Students will write about authentic topics with real world purposes and relevance. Teachers will teach a mini-lesson on specific writing skills and model proficient writing skills pertinent to the chosen task. Students will then produce a writing piece and share their writing in order to receive both peer and expert feedback. Students will revise and edit the task based on feedback and new understanding.

Category: Other - Direct Instruction

Research Cited: MacArthur, C., Graham, S., & Schwarz, S. (1993). Integrating strategy instruction and word processing into a process approach to writing instruction. *School Psychology Review*, 22, 671-681).

Activity - Teacher Training on Integrated Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in embedded professional development trainings on Integrated Writing Instruction during scheduled Professional Learning Committee meetings.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Principal and Grade Level Team Leaders

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 North Elementary was built in 1993 and consolidated two existing elementary schools--Woodbine Elementary and Rockholds Elementary. It is located in Whitley County, Kentucky on Highway 26, between the towns of Williamsburg and Corbin and serves the communities of Woodbine and Rockholds. The building housing Whitley County North Elementary is an attractive 55,243 square foot facility with spacious classrooms, all outfitted with Smart Board technology. A soccer field, football field, baseball diamond, playgrounds, and an outdoor classroom surround an inviting campus which provides the community with many opportunities for educational and recreational experiences.

Whitley County has a population of 35,503, 97% of whom are white, 0.8% African American, 1% Hispanic, and 1.4% two or more races. The median household income is \$29,769 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$43,036 with 18.8% at the poverty level. The demographics of our students are similar to those of the county with 95% of our students being white, 1.2% African American, 2% Hispanic, and 1.2% two or more races. 90.1% of our students are eligible for free or reduced lunch, as compared to 81.4% of the students in the Whitley County School District and 60.3% of the students in the state of Kentucky. Whitley County North Elementary serves about 350 students in Preschool through 6th Grade. We have three preschool classrooms, two Kindergartens, three 1st grade classrooms, two 2nd grade classrooms, two 3rd grade classrooms, two 4th grade classrooms, two 5th grade classrooms, and two 6th grade classrooms. We have a slightly higher average number of exceptional students than the district average with 15.4% of our students identified as Gifted/Talented (district average is 14.1%) and 21.7% of our students identified as Special Needs (state average is 13.5%).

The instructional staff of Whitley County North Elementary, which consists of twenty-eight certified employees, is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. 87.5% of our certified staff have a Master's Degree or Rank 1, with an average years of teaching experience of 15.6 years. They attend a wide variety of professional development offerings provided at the school, as well as through the Whitley County Board of Education. In addition to fifteen homeroom teachers, we have four special education teachers, two Read to Achieve teachers, one Save the Children reading specialist, one MIT math interventionist for Kindergarten through 3rd Grade, one Title 1 math interventionist for 3rd through 6th Grades, and a Speech/Language pathologist, who collaborate to meet the needs of all students. We have a Visual Performing Arts Teacher, a Librarian/Media Specialist, and a Physical Education/Practical Living teacher, all of whom collaborate with their peers to incorporate arts, music, theater, literature, movement, and practical living into our curriculum. The classified staff consists of five instructional assistants, three custodians, a secretary, and an attendance clerk. In addition, our students are served by nine bus drivers and bus aides as well as four cafeteria staff.

We have one full time, certified Family Resource Center coordinator who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great-grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community need that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides one full-time counselor and one part-time counselor for on-site services, during the school day, after school, and during the summer. Whitley County Health Department provides an

itinerant nurse, and the school district provides an itinerant physical therapist and an occupational therapist.

We offer a variety of specialized programs to meet the needs of all our students. Students enjoy a nurturing atmosphere at Whitley County North Elementary. Beyond their regular classroom opportunities, they can discover hidden talents and explore their interests through participation in the 21st Century Flash after-school and summer programs. These programs provide opportunities to engage in archery, music composition, drama, academics, journalism, photography, yearbook, CSI, art, and tutoring. Gifted and Talented Education programs are implemented, as well as programs for Special Education students. An emphasis is placed on providing college and career readiness skills and incorporating technology in all aspects of the curriculum to provide students the skills they will need to be successful citizens. With a 13:1 student teacher ratio, we work diligently to provide a rich and differentiated instructional program for all students.

The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have added interactive digital instruction to extend practice in math, reading, and language skills for students to use at school and at home. Most importantly, we have utilized the 21st Century program to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students.

School's Purpose

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

We, the staff and parents of Whitley County North Elementary School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment".

We are proud of the opportunities afforded to all students at Whitley County North Elementary. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies.

In addition to the exemplary education provided by whole class instructional models, students at Whitley County North Elementary receive individualized educational opportunities through a variety of programs. Early intervention in the areas of reading and math are provided by an MIT (math intervention teacher) and two RTA (Read to Achieve) teachers using Reading Recovery and Comprehensive Intervention Model in small group and one-on-one instruction. Save the Children Reading interventionist, assistant, and volunteers provide small group and individualized instruction to students in Kindergarten through 6th Grade. A Title 1 math interventionist provides whole group collaboration, small group instruction, and one-on-one tutoring for 3rd through 6th grade students struggling in math. Tutoring and homework help during after-school 21st Century programs provide re-teaching and intensive instruction to students lacking homework help at home and students requiring more time to learn content. A summer program provides remediation and enrichment activities for all students who want to attend. These programs and interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math and to provide support for students who may feel overwhelmed by seemingly unreachable goals.

We feel that family involvement in the educational process is critical. For that reason, we encourage participation in all-inclusive events such as Family Math Night, Family Reading Night, Open House, and Parent-Teacher nights. At least once each month, we host a family night to encourage interaction between families and staff. Incentives, such as healthy snacks, fun activities, free school supplies, and informative seminars are offered to maximize family participation. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our program. Parent-Teacher Connection, our parent-teacher organization, is a driving force in our school, communicating our care for our students and their families through many outreach services and programs to celebrate student achievement.

Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are eligible to and encouraged to participate in extracurricular activities such as 21st SY 2016-2017

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Century programs, Academic Academy, sports programs, such as soccer, football, cheer leading, and basketball, and clubs such as PRIDE, First Priority, Operation Unite, and 4-H. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

Notable Achievements and Areas of Improvement

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

In the last three years, Whitley North Elementary has made several important achievements in the areas of academics, extra-curricular activities, and sports. For the 2015-2016 academic year, we are well above the district and state averages in Achievement points and Gap points for the area of Social Studies. Our score of 75.8 percent of students scoring Proficient/Distinguished is more than 10 points above the district score and 27.9 points above the state score. We are also particularly proud of our student growth percentile scores in reading. Our student growth percentile for reading was above the district by 2.3% and above the state by 8.1%. Our overall score for students scoring a proficient/distinguished in reading reflects a 4.8 percent higher average than the state. We are particularly pleased with our 5th grade scores in all areas. We were below both the district and the state averages for students scoring novice in reading (9.9% lower than the state), math (7.0% lower than the state), social studies (6.1% lower than the state), and writing (9.2% lower than the state). Our 5th Grade was also above both the district and state averages for students scoring proficient/distinguished in reading (11.3% higher than the state) and in math (5.0% higher than the state). Our Program Review was scored Proficient. We are already collecting artifacts to provide evidence for this year's Program Review and are expecting no less than Proficient on this document. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the county and state.

Our primary areas for improvement are Math, Writing, and Language Mechanics. While our percentage of students scoring at the proficient/distinguished level in math was higher than that of the state in both 4th and 5th grades, our percentages in 3rd and 6th grades were below both the district and the state. This is unacceptable and of great concern. Therefore, we have already begun implementing plans for improvement. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 3rd graders who demonstrate math deficiencies according to the Spring, 2016 and Fall, 2016 MAP assessments have been given two extra days of small group instruction per week.

The math interventionist for 3rd-6th grades has also built in more time for collaborative math lessons and team-teaching in those grades. Furthermore, we have scheduled time from the district math specialist in planning small focus groups to meet the instructional needs of all levels in grades 3rd-6th. Finally, teachers will continue to use data analysis during PLCs and other common planning times to evaluate individual and group performance on both formative and summative measures of math proficiency and will adjust instruction to meet student needs accordingly.

While we improved upon our scores from 2014-2015 (from 61.6 to 62.5 in Writing and 58.9 to 66.7 in Language Mechanics), we are still below the district and state averages. We see that the plans for improvement that we implemented last year have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy in the areas of writing and language mechanics. Also, teachers will continue to format Daily Oral Language and other Language Mechanics activities in a similar mode as that used on the KPREP assessment. Teachers have attended and will attend more professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also continue to use IXL and Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need. We have adopted a policy through our SBDM Council that addresses writing improvement. We will be concentrating on maximizing instruction

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time and putting a greater emphasis on writing mechanics and on-demand writing in all grades. In addition, the district writing specialist will be scheduled for cooperative teaching lessons in all classrooms in grades 3-6 and will support teachers' efforts to maximize and individualize writing instruction.

Whitley North has a highly competitive sports program which includes our boys' and girls' basketball teams and soccer teams, football teams, cheerleaders, and the academic team. We typically finish 1st or 2nd in the district each year. This year, our girls' 5th - 6th Grade basketball team was the season runner-up, and our academic team was the regular season quick recall champs and the tournament quick recall champs and overall tournament runner-up. We also had individual students win in the written assessment component of the academic tournament in the areas of Math, Language Arts, and Arts & Humanities. Also, in last year's district-wide Science Fair, we had 4 of the 9 finalists, with two first place winners, a second place winner, and a third place winner. Furthermore, all of our students in grades 3-6 participated in the school-wide science fair. Finally, students in grades 4-6 always participate in a variety of 4-H activities, and several won ribbons at the district level and went on to represent our school at the state level.

As you can see, while Whitley North has many notable achievements in the last three years, we are continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth in all areas, with a particular goal of becoming a School of Distinction with a move into the top 5% of schools in the state. We are going to regain our steady growth in the areas of Math, Writing, and Language Mechanics. This fall, we implemented some new 21st Century programs to keep our previous domination in the area of science strong and moving forward, and we plan to implement other new programs in the spring to further challenge our students. Although we have made significant gains, we will be continuing to push forward, setting even higher goals to be reached for our academic, extra-curricular, and athletic programs.

Additional Information

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

The staff of Whitley County North Elementary will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Teachers, the principal, and other staff have an excellent working rapport and will work cooperatively to maximize their instructional opportunities to meet the needs of all students. Through hard work, dedication, and a willingness to employ innovative, research-based instructional methods, our staff will continue to help students demonstrate maximum growth and achievement.