



Comprehensive School Improvement Plan

Wheatley Elementary
Jefferson County

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Louisville, KY 40210

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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) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*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.</p> <p>**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:</p> | I acknowledge that I have uploaded the School Equity Data. | | Wheatley 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.

51.6% of teachers agree that student conduct is managed as compared to 77.8% in the school district, and 84.4% across the state.

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.

Managing student conduct could be attributed to teacher turnover and the number of teachers entering the school new to teaching, with lack of experience.

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|---|---------|------------------------------|
| Goal Setting (4) | <p>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.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p> | I acknowledge that I have uploaded the School Equity Goal Data. | | Wheatley School Equity Goals |

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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:

Increase the percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy1:

Deep Implementation Planning - Staff will meet regularly to ensure curriculum alignment to Kentucky Core Academic Standards (learning targets, key terms, level of teaching and learning, and assessment).

Category: Professional Learning & Support

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Prior to the beginning of each instructional cycle, grade level teams will be provided with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Professional Learning | 01/01/2017 | 12/31/2017 | \$13800 - General Fund | Certified Teachers, Instructional Coaches, Assistant Principal, Principal |

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| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards, to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

Strategy2:

Instructional Feedback - Teachers are provided feedback by administrators and/or instructional coaches on teaching practices.

Category: Continuous Improvement

Research Cited: Marzano. Saphier, Lemov, DuFour, Danielson

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation and receive feedback via post observation conference. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Administration and Instructional Coaches |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

Goal 2:

Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency Common Core Standards in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Instructional Feedback - Teachers are provided feedback by administrators, instructional coaches, and peers on teaching practices.

Category: Professional Learning & Support

Research Cited: Marzano, Saphier, Lemov

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| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations and teachers needs assessment. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------------------------|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Teachers will receive formal observations and receive feedback via post observation conference. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Instructional Coaches |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------------------|
| Teachers will meet in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers and Instructional Coaches |

Strategy2:

Planning - Teachers will meet weekly with their grade level team members to ensure instructional alignment with standards, learning targets, and assessment and collaborate to implement effective instructional strategies.

Category: Continuous Improvement

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will design, administer, and analyze a standards based common assessments and make instructional adjustments according to the student results. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement, the horizontal and vertical alignment of the standards, assessment development and effective instructional practices. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

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| Activity - Common Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly using the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------------|
| Prior to the beginning of an instructional cycle, time will be provided for grade level teams to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the instructional cycle, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Instructional Coaches |

Goal 3:

Increase the percentage of students scoring proficient or higher in Writing to 59% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

43% of Fifth grade students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy1:

Writing Collaboration - Teachers collaborate with one another to ensure student success.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - Cross-curricular Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teacher will meet in horizontal and vertical teams to analyze student writing to inform their instruction and adjust their instruction accordingly. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

Strategy2:

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Professional Development - Professional development in writing is provided for teachers.

Category: Continuous Improvement

Research Cited: Carty, Benjamin

| Activity - Writing Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--------------------|
| Teachers will be provided with professional development over the writing process; in addition to support for incorporating writing across the curriculum. | Professional Learning | 01/01/2017 | 12/31/2017 | \$500 - General Fund | Certified Teachers |

Goal 4:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities.

Category: Continuous Improvement

Research Cited: DuFour

| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Teachers will work in professional learning communities to plan for student instruction based on the four essential PLC questions: 1) What is it that I expect students to know? 2) How will I know if they've learned it? 3) What will I do when students haven't demonstrated understanding? 4) What will I do if they have demonstrated understanding? | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - Other | Teachers, Resource Teacher, Goal Clarity Coach |

Strategy2:

Multi-Tiered System of Supports - Teachers will implement intervention to address students academic needs in reading and math.

Category: Continuous Improvement

Research Cited: Marzano, What Works Clearinghouse

| Activity - Multi-Tiered System of Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers will provide interventions for students that are not performing at grade level in reading and math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Teachers, Interventionists |

Strategy3:

Bellarmine Literacy Project - Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project.

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Category: Professional Learning & Support

Research Cited: What Works Clearinghouse, Cunningham, Marzano

| Activity - Bellarmine Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Bellarmino Staff, Teachers, Resource Teacher |

Goal 5:

Wheatley Elementary will decrease the amount of time spent out of class for students due to behavioral choices by December 2017

Measurable Objective 1:

collaborate to decrease the amount of time spent out of class for student due to behavioral choices by 12/31/2017 as measured by various sources of behavior data..

Strategy1:

Positive Behavior Intervention Support (PBIS) - Teachers and staff implement a school wide behavior plan to decrease off task behaviors and increase student engagement.

Category: Management Systems

Research Cited: Sprick, Jones, Wong

| Activity - Bounce Coalition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-----------------------------|
| Staff will receive training from the Bounce Coalition in regard to resiliency building, trauma informed care, behavioral management techniques, and adverse childhood experiences throughout the year. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - Other | Certified, Classified Staff |

Strategy2:

Professional Development - Teachers receive professional development sessions to help ensure the success of every student.

Category:

Research Cited: Erwin, Jones, Wong

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Staff members receive behavioral support training to help reduce off-task behaviors. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Instructional Coach, Administrator |

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| Activity - Data Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------|
| The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | PBIS team |

| Activity - Safe Crisis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--|
| A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff, Administrator, Classified Staff |

Goal 6:

Wheatley Elementary School will continue to fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to implement all PGES components by 12/31/2017 as measured by evidence of all applicable components of PGES being placement into CIITS..

Strategy1:

Staff Training - Staff will receive training over all components of the Professional Growth and Effectiveness System (PGES).

Category: Teacher PGES

Research Cited: Danielson

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Staff will be provided training of the various components of the Professional Growth and Effectiveness System (PGES) in order to apply those components. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Administrators, Goal Clarity Coach, Instructional Coach |

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?

- Denise Jones - Parent
- Annie Haigler - FRYSC
- Carla Kolodey - Assistant Principal
- Tamara Bass - Counselor
- Leigh Turner - Goal Clarity Coach

Relationship Building

Overall Rating: 2.57

| | 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 their relationship with school staff is about discussing student academic performance and/or behavior. | Apprentice |

| | 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. | Administrators and school staff are available to parents by appointment only to discuss their student's progress. | Apprentice |

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

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

Communications

Overall Rating: 2.71

| | 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). | Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|---|------------|
| 3.6 | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | District-wide stakeholder surveys are given to parents and teachers encourage parents to respond. | Apprentice |

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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: 2.0

| | 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. | Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. | Apprentice |

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

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

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

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

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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. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice |

Advocacy

Overall Rating: 2.33

| | 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. | There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs. | Apprentice |

| | 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. | Some parents are involved in informal conversation with school staff to address their child's individual learning needs. | Apprentice |

| | 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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council. | Apprentice |

| | 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 makes minimal effort to encourage parents to advocate for their child's academic success. | Apprentice |

| | 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: 2.17

| | 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. | School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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. | Apprentice |

| | 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 exhibits some student work with scoring guide and proficient level work. | Apprentice |

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

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

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff relies on the parent organizations to provide learning opportunities for parent leadership. | Apprentice |

Community Partnerships

Overall Rating: 2.67

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

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

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

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | Proficient |

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

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

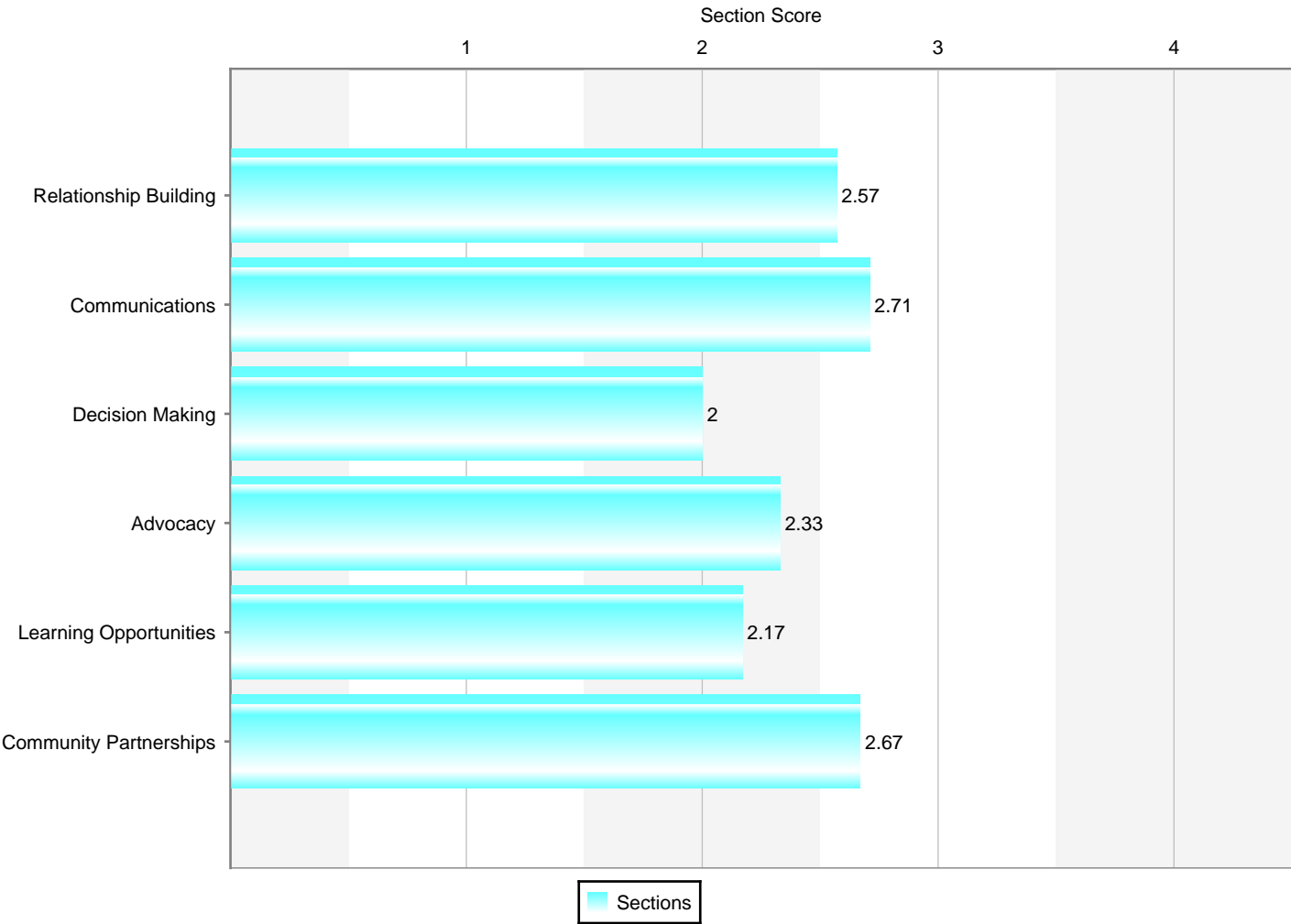
Reflection

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

As a school, we need to be more strategic in involving our parents and informing our parents. Our parents need to be communicated to about the SBDM process and how they can become more involved in becoming decision makers within the school. There also needs to be multiple means in how the school communicates student progress; outside of parent/teacher conferences and report cards.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The instructional leadership team in conjunction with SBDM are responsible for the development of the improvement plan. The instructional leadership team is comprised of grade level team leaders, special area representative, and classified staff representative selected by the principal. Meetings are scheduled every third Wednesday of the month at 7:55am. The meeting schedule is devised before the start of the year. SBDM members are elected. They serve a two year term. SBDM consists of one administrator, 3 teachers, and 2 parents. The looks over student data and makes decisions on the allocation of resources based on what the data reveals and recommendations from the instructional leadership team.

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

There was representation in the development of the improvement plan by the following groups:

Certified Staff - represented on the instructional leadership team; responsible for completing implementation and impact checks as well as suggestions for improvement to their areas identified as weaknesses according to student assessment data.

Classified Staff - represented on the instructional leadership team; responsible for completing implementation and impact checks as well as suggestions for improvement to their areas identified as weaknesses according to student assessment data.

Administration - responsible for supplying the data and leading the effort to analyze the data in order to identify needs; listens to stakeholder concerns and receives feedback from stakeholders about activities that can be implemented to increase student productivity.

Parents - We utilize feedback received from the comprehensive school survey to help us determine what parents perceive as a need; parents are also represented in our SBDM council

Students - We utilize feedback received from the comprehensive school survey to help us determine what student perceive as an area of need that is not being addressed. For instance, from the previous years survey, students identified the need to receive feedback on their progress. As a result we decided to create activities to enhance opportunities to provide meaningful feedback.

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 improvement plan is communicated to the staff via Instructional Leadership (ILT) meeting, staff meetings, and through SBDM. All parents receive notification monthly of SBDM meetings via school marquee and newsletter. The agenda items are conveyed to parents in the monthly newsletter. Parents are always notified that they are welcome to come to any SBDM meeting, as long as we are not in a closed session, in which it involves staffing decisions or safety planning. The ILT goes through regular implementation and impact checks of the activities outlined in the CSIP. There is an I and I Check template that is emailed to all staff updating them of the progress of activities and this information is presented in SBDM. Activities are either categorized as: non implemented, partially implemented, or fully implemented.

There are progress notes concerning the level of implementation as well as suggestions for improvement.

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?

According to 2015-2016 Kentucky School Report Card, 81.7 % of our population in 3rd - 5th grades are reading below grade level; with over half of that population performing at the novice level in reading. According to the data, in math, roughly 84.6% of our student population is performing below grade level in math. This is partially due to a lack of understanding of the Common Core State Standards. Our ESL and our African-American populations are not performing well either in reading and in math. As a school we need to examine our core instructional practices and ensure that our students are receiving the instruction needed to meet their individual needs.

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?

Reading is an area of consistency according to our 2015-2016 KPREP results. According to the scores, stayed even from our 2014-2015 results. We are implementing Readers workshop and have a cadre of teachers partnering with Bellarmine University, receiving specialized training in the teaching of reading.

Opportunities for Improvement

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

Wheatley Elementary must move more students to proficiency in all content areas. Our areas of greatest concern are math, reading, language mechanics, and writing. Staff at Wheatley are participating in professional development focused on improving instruction in the classroom. We are tracking student data, participating in collegial conversations about data and instruction, and adjusting teaching practices in the classroom. We are putting plans in place for early intervention with the goal of students reading on grade level before the end of 3rd grade. We have a cadre of teachers participating in the Bellarmine Literacy Project to effectively teach students how to read. We have also put in place math interventions and extended school services focused on foundational skill attainment. We will go through the goal setting process with our students. This will ensure they have an understanding of where they are in relation to the standards and help move them past the proficiency line

Conclusion

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

We are being very intentional as a school with curriculum alignment; utilizing the instructional planning guide which allows our teachers to have conversations and to the work around aligning standards, learning targets, and assessments. We are engaged in professional development specifically over backwards planning, design in 5 protocol for formative assessments, and high leverage instructional practices.

2016-2017 Wheatley Goals and Plans

Overview

Plan Name

2016-2017 Wheatley Goals and Plans

Plan Description

CSIP Goals and Plans

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 percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning Accountability Model. | Objectives: 2 Strategies: 5 Activities: 17 | Academic | \$55584 |
| 2 | Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model. | Objectives: 2 Strategies: 5 Activities: 17 | Academic | \$15784 |
| 3 | 59.7% of students will demonstrate proficiency in Science by 2017. | Objectives: 2 Strategies: 4 Activities: 8 | Academic | \$66000 |
| 4 | Increase the percentage of students scoring proficient or higher in Social Studies to 68.6% by 2019 as measured by Unbridled Learning Accountability Model. | Objectives: 1 Strategies: 3 Activities: 4 | Academic | \$5000 |
| 5 | Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review. | Objectives: 1 Strategies: 5 Activities: 5 | Organizational | \$0 |
| 6 | Wheatley Elementary will decrease the amount of time spent out of class for students due to behavioral choices by December 2017 | Objectives: 1 Strategies: 4 Activities: 16 | Organizational | \$58188 |
| 7 | Increase the percentage of students scoring proficient or higher in Writing to 59% by 2019 as measured by Unbridled Learning Accountability Model. | Objectives: 2 Strategies: 6 Activities: 8 | Academic | \$1100 |
| 8 | Wheatley Elementary School will continue to fully implement the Professional Growth and Effectiveness System (PGES). | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 9 | Instructional Resources Goal - Wheatley will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources. | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | \$25276 |

Goal 1: Increase the percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy 1:

Data Analysis - Data will be monitored regularly to track student progress and make instructional changes.

Category: Management Systems

Research Cited: Chappuis, Shore

| Activity - Student Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Teachers, administrators, and/or instructional coaches will meet with individual students in all grades to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency or diagnostic reading assessment. | Direct Instruction | 12/01/2016 | 12/31/2017 | \$0 | No Funding Required | Teachers, Administration, Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-----------|---|--------------|----------------|
| Completed | We have done multiple goal setting activities with student at all grade levels. | May 04, 2015 | William Bunton |

| Activity - Implementation and Impact Checks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 12/01/2016 | 12/31/2017 | \$0 | No Funding Required | Instructional Leadership Team |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The instructional leadership teams monitors progress of the activities and goals set within the CSIP monthly. | June 09, 2016 | William Bunton |
| In Progress | The instructional leadership teams monitors progress of the activities and goals set within the CSIP monthly. | May 04, 2015 | William Bunton |

Strategy 2:

Instructional Feedback - Teachers are provided feedback by administrators and/or instructional coaches on teaching practices.

Category: Continuous Improvement

Research Cited: Marzano. Saphier, Lemov, DuFour, Danielson

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation and receive feedback via post observation conference. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Administration and Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Administrators and instructional coaches will conduct learning walkthroughs of each classroom monthly to provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation at least twice yearly and receive feedback via post observation conference | June 09, 2016 | William Bunton |
| In Progress | Administrators and instructional coaches will conduct learning walkthroughs of each classroom monthly to provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation at least twice yearly and receive feedback via post observation conference. | May 26, 2015 | William Bunton |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

| | | | | | | |
|--|-----------------------|------------|------------|-----|---------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches and Administrators |
|--|-----------------------|------------|------------|-----|---------------------|--|

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Professional Development is delivered in multiple ways throughout the school year including staff meetings, PLC meetings, and before and after school. Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | June 09, 2016 | William Bunton |
| In Progress | Professional Development is delivered in multiple ways throughout the school year including staff meetings, PLC meetings, and before and after school. Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | May 26, 2015 | William Bunton |

| Activity - PLC's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches, Administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | June 09, 2016 | William Bunton |
| In Progress | Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | May 26, 2015 | William Bunton |

Strategy 3:

Deep Implementation Planning - Staff will meet regularly to ensure curriculum alignment to Kentucky Core Academic Standards (learning targets, key terms, level of teaching and learning, and assessment).

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Professional Learning & Support

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers meet in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards, to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | The Deep Implementation Process is conducted every three weeks during PLC meetings. Teachers take this time to identify struggling students based on standards based assessments, and devise strategic planning for remediation and support. | May 26, 2015 | William Bunton |

| Activity - Common Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|---|--------------|----------------|
| In Progress | Teachers conduct common planning meetings every Thursday of the month. Instructional coaches are there to support teachers for every grade level. | May 26, 2015 | William Bunton |

| Activity - Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

| | | | | | | |
|--|--------------------|------------|------------|-----|---------------------|--|
| Teachers will design, administer, and analyze standards based common assessment. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach |
|--|--------------------|------------|------------|-----|---------------------|--|

| Status | Progress Notes | Created On | Created By |
|-------------|---|--------------|----------------|
| In Progress | Wheatley teachers utilize the RPA (reading proficiency assessments) and RDA's (reading diagnostic assessments) every three weeks to assess student progress. In addition to this common assessments are utilized each Friday to track student progress. | May 26, 2015 | William Bunton |

| Activity - Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Prior to the beginning of each instructional cycle, grade level teams will be provided with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Professional Learning | 01/01/2017 | 12/31/2017 | \$13800 | General Fund | Certified Teachers, Instructional Coaches, Assistant Principal, Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | Prior to the beginning of each grading period, school administration will provide grade level teams with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the six week period of each content area, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students | May 28, 2015 | William Bunton |

Measurable Objective 2:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Reading by 10/01/2017 as measured by Unbridled Learning Accountability Model..

Strategy 1:

Multi-Tiered System of Supports - Data will be analyzed to determine gaps in student learning. These gaps will be analyzed to choose and implement specific research-based interventions to increase student achievement.

Category: Integrated Methods for Learning

Research Cited: Shore, Tomlinson

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - MTSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| The MTSS team will undergo RTI rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$5000 | Title I Part A | MTSS Team |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The RTI team which consists of classroom teachers instructional coach, reading resource teacher, ESL and ECE teachers, as well as administration meet roughly every six weeks to review student progress based on thier specific intervention plan. As a team we devise strategic plans to support students whether they are tier 1, tier 2, or tier 3 students. | June 09, 2016 | William Bunton |
| In Progress | The RTI team which consists of classroom teachers instructional coach, reading resource teacher, ESL and ECE teachers, as well as administration meet roughly every six weeks to review student progress based on thier specific intervention plan. As a team we devise strategic plans to support students whether they are tier 1, tier 2, or tier 3 students. | May 26, 2015 | William Bunton |

| Activity - Scheduling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Grade level schedules will include time to provide interventions for students and to provide support for students during the reading block. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal and Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| Completed | he master scheduled was created to provide 90 minute reading blocks to ensure that students received whole group and small group intervention time. | June 09, 2016 | William Bunton |
| In Progress | The master scheduled was created to provide 90 minute reading blocks to ensure that students received whole group and small group intervention time. | May 26, 2015 | William Bunton |

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

| | | | | | | |
|---|--------------------|------------|------------|--------|--------------|---|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction from certified personnel based on need as determined by data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 | General Fund | Certified Teachers, Instructional Coach, Principal, Assistant Principal |
|---|--------------------|------------|------------|--------|--------------|---|

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| Completed | 3rd and 4th grade tier 2 students were strategically picked to be a part of the Extended School Services program. Which is an afterschool program facilitated by Wheatly certified teachers. This program has a 6 week reading instructional focus. | June 09, 2016 | William Bunton |
| In Progress | 3rd and 4th grade tier 2 students were strategically picked to be a part of the Extended School Services program. Which is an afterschool program facilitated by Wheatly certified teachers. This program has a 6 week reading instructional focus. | May 26, 2015 | William Bunton |

| Activity - Summer Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| Students in Kindergarten through fifth grade not mastering standards and/or not reading on grade level will receive extra support during the summer in literacy skills. The program will be run in partnership with the YMCA. Students will be taught by certified personnel. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$20000 | Other | Family Resource Center Coordinator, Certified Personnel |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Understanding the importance of preventing summer regression, Wheatley has collaborated with the local YMCA to provide summer school opportunities for participating students, where reading is an area of focus. | June 09, 2016 | William Bunton |
| In Progress | Understanding the importance of preventing summer regression, Wheatley has collaborated with the local YMCA to provide summer school opportunities for participating students, where reading is an area of focus. | May 26, 2015 | William Bunton |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 | General Fund | MTSS Lead, Certified Teachers |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | June 09, 2016 | William Bunton |

Strategy 2:

Strategic Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Professional Learning & Support

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers, Administration , Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The administrative team set goals for all tested areas for students in grades 3-5. For subsequent grading periods teachers did the same goal setting process. | June 09, 2016 | William Bunton |
| In Progress | The administrative team set goals for all tested areas for students in grades 3-5. For subsequent grading periods teachers did the same goal setting process. | May 26, 2015 | William Bunton |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|------------|------------|-------------------|-------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$1000 | General Fund | Principal and Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|--------|----------------|------------|------------|
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Comprehensive School Improvement Plan

Wheatley Elementary

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|-------------|---|---------------|----------------|
| In Progress | tudents who meet, exceed or improve their goal setting score are invited to Proficiency Party every 9 weeks. During this celebration students are able to play educational games and win prizes. | June 09, 2016 | William Bunton |
| In Progress | Students who meet, exceed or improve their goal setting score are invited to Proficiency Party every 6 weeks. During this celebration students are able to play educational games and win prizes. | May 26, 2015 | William Bunton |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | June 09, 2016 | William Bunton |
| In Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | May 26, 2015 | William Bunton |

Goal 2: Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency Common Core Standards in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy 1:

Planning - Teachers will meet weekly with their grade level team members to ensure instructional alignment with standards, learning targets, and assessment and collaborate to implement effective instructional strategies.

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Continuous Improvement

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Common Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly using the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Teachers conduct common planning meetings every Thursday of the month. Instructional coaches are there to support teachers for every grade level with standards based mathematics instruction. | June 09, 2016 | William Bunton |
| In Progress | Teachers conduct common planning meetings every Thursday of the month. Instructional coaches are there to support teachers for every grade level with standards based mathematics instruction. | May 27, 2015 | William Bunton |

| Activity - PLC's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers meet in professional learning communities to discuss student achievement, the horizontal and vertical alignment of the standards, assessment development and effective instructional practices. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Instructional coaches and teachers meet 60 minutes per week in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards to inform instruction and adjust accordingly. | June 09, 2016 | William Bunton |
| In Progress | Instructional coaches and teachers meet 60 minutes per week in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards to inform instruction and adjust accordingly. | May 27, 2015 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers will design, administer, and analyze a standards based common assessments and make instructional adjustments according to the student results. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Wheatley teachers utilize the MPA (Math proficiency assessments) and MDA's (Math diagnostic assessments) every three weeks to assess student progress. In addition to this common assessments are utilized each Friday to track student progress. | June 09, 2016 | William Bunton |
| In Progress | Wheatley teachers utilize the MPA (Math proficiency assessments) and MDA's (Math diagnostic assessments) every three weeks to assess student progress. In addition to this common assessments are utilized each Friday to track student progress. | May 27, 2015 | William Bunton |

| Activity - Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Prior to the beginning of an instructional cycle, time will be provided for grade level teams to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the instructional cycle, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers, Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Prior to the beginning of each grading period, school administration will provide grade level teams with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the six week period of each content area, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students | June 09, 2016 | William Bunton |
| In Progress | Prior to the beginning of each grading period, school administration will provide grade level teams with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the six week period of each content area, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students | May 28, 2015 | William Bunton |

Strategy 2:

Analysis of Data - Data is monitored regularly to track student progress and make instructional changes.

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Learning Systems

Research Cited: Chappuis, Shore

| Activity - Student Progress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Administrators and instructional coaches will meet with individual students in third through fifth grade to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers, Instructional Coaches, Principal, Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Student progress is identified and addressed in multiple ways. Student performance is discussed during PLCs, common planning, and informal meetings on a daily basis. Our RTI rounds also address student progress. | June 09, 2016 | William Bunton |
| In Progress | Student progress is identified and addressed in multiple ways. Student performance is discussed during PLCs, common planning, and informal meetings on a daily basis. Our RTI rounds also address student progress. | May 28, 2015 | William Bunton |

| Activity - Implementation and Impact Check | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Instructional Leadership Team |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The instructional leadership teams monitors progress of the activities and goals set within the CSIP monthly. | June 09, 2016 | William Bunton |
| In Progress | The instructional leadership teams monitors progress of the activities and goals set within the CSIP monthly. | May 28, 2015 | William Bunton |

Strategy 3:

Instructional Feedback - Teachers are provided feedback by administrators, instructional coaches, and peers on teaching practices.

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Professional Learning & Support

Research Cited: Marzano, Saphier, Lemov

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Teachers will receive formal observations and receive feedback via post observation conference. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal and Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Administrators and instructional coaches will conduct learning walkthroughs of each classroom monthly to provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation at least twice yearly and receive feedback via post observation conference | June 09, 2016 | William Bunton |
| In Progress | Administrators and instructional coaches will conduct learning walkthroughs of each classroom monthly to provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation at least twice yearly and receive feedback via post observation conference | May 28, 2015 | William Bunton |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations and teachers needs assessment. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Professional Development is delivered in multiple ways throughout the school year including staff meetings, PLC meetings, and before and after school. Professional development will be provided based on observed need through classroom walkthroughs and teacher needs assessment. | June 09, 2016 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

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|-------------|--|--------------|----------------|
| In Progress | Professional Development is delivered in multiple ways throughout the school year including staff meetings, PLC meetings, and before and after school. Professional development will be provided based on observed need through classroom walkthroughs and teacher needs assessment. | May 28, 2015 | William Bunton |
|-------------|--|--------------|----------------|

| Activity - PLC's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|------------------------------------|
| Teachers will meet in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers and Instructional Coaches |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | June 09, 2016 | William Bunton |
| In Progress | Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | May 28, 2015 | William Bunton |

Measurable Objective 2:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Math in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy 1:

Multi-Tiered System of Supports - Each student will be identified by a tier level and strategic instructional plans will be developed to fit the needs of each student. This will include interventions.

Category: Learning Systems

Research Cited: Shore, Tomlinson

| Activity - MTSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|---|--------------------------|------------|------------|-----|---------------------|-----------|
| The MTSS team will undergo MTSS rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students and extension for Tier 1 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | MTSS Team |
|---|--------------------------|------------|------------|-----|---------------------|-----------|

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The RTI team which consists of classroom teachers instructional coach, reading resource teacher, ESL and ECE teachers, as well as administration meet roughly every six weeks to review student progress based on thier specific intervention plan. As a team we devise strategic plans to support students whether they are tier 1, tier 2, or tier 3 students. | June 09, 2016 | William Bunton |
| In Progress | The RTI team which consists of classroom teachers instructional coach, reading resource teacher, ESL and ECE teachers, as well as administration meet roughly every six weeks to review student progress based on thier specific intervention plan. As a team we devise strategic plans to support students whether they are tier 1, tier 2, or tier 3 students. | May 28, 2015 | William Bunton |

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will utilize a workshop model within the classroom setting to provide small group/individual support to students. There is a built in block of time for math interventions in which students will receive intervention for their identified area of need according to various data. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Staff |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | During RTI meetings, the RTI team categorizes students based on multiple math assessment measures. Students who score within the tier 2 and tier 3 ranges have specific learning plans tailored to best meet thier needs. Tier 2 and tier 3 interventions includes but is not limited to the following resources: small group instruction, Math Seeds computer based program, and Study Island computer based program. | June 09, 2016 | William Bunton |
| In Progress | During RTI meetings, the RTI team categorizes students based on multiple math assessment measures. Students who score within the tier 2 and tier 3 ranges have specific learning plans tailored to best meet thier needs. Tier 2 and tier 3 interventions includes but is not limited to the following resources: small group instruction, Math Seeds computer based program, and Study Island computer based program. | May 28, 2015 | William Bunton |

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Adjusting the school master schedule to effectively provide interventions for students. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal and Assistant Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The master scheduled was created to provide a 60 minute math block to ensure that students received whole group and small group intervention time. | June 09, 2016 | William Bunton |
| In Progress | The master scheduled was created to provide a 60 minute math block to ensure that students received whole group and small group intervention time. | May 28, 2015 | William Bunton |

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-------------------------------|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction in their area of need based on data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 | General Fund | Teachers, Instructional Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | 3rd and 4th grade tier 2 students were strategically picked to be a part of the Extended School Services program. Which is an afterschool program facilitated by Wheatly certified teachers. This program has a 6 week math instructional focus. | June 09, 2016 | William Bunton |
| In Progress | 3rd and 4th grade tier 2 students were strategically picked to be a part of the Extended School Services program. Which is an afterschool program facilitated by Wheatly certified teachers. This program has a 6 week math instructional focus. | May 28, 2015 | William Bunton |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 | General Fund | MTSS Lead, Certified Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Students will complete a universal screener and diagnostic assessment throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | June 09, 2016 | William Bunton |

Strategy 2:

Deep Implementation Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Wheatley Elementary

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers, Administration, Goal Clarity Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The administrative team set goals for all tested areas with students in grades 3-5. For subsequent grading periods teachers did the same goal setting process. | June 09, 2016 | William Bunton |
| In Progress | The administrative team set goals for all tested areas with students in grades 3-5. For subsequent grading periods teachers did the same goal setting process. | May 27, 2015 | William Bunton |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal and Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Students who meet, exceed or improve their goal setting score are invited to Proficiency Party every 9 weeks. During this celebration students are able to play educational games and win prizes. | June 09, 2016 | William Bunton |
| In Progress | Students who meet, exceed or improve their goal setting score are invited to Proficiency Party every 6 weeks. During this celebration students are able to play educational games and win prizes. | May 27, 2015 | William Bunton |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|---|-------|------------|------------|-----|---------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coaches, Administrators |
|---|-------|------------|------------|-----|---------------------|---|

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | June 09, 2016 | William Bunton |
| In Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | May 27, 2015 | William Bunton |

Goal 3: 59.7% of students will demonstrate proficiency in Science by 2017.

Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency Core Content 4.1 in Science by 05/28/2015 as measured by K-PREP.

Strategy 1:

Science Collaboration - Teachers will meet weekly with their grade level team members and the goal clarity coach. The objective is to ensure alignment with standards and implement effective instructional strategies.

Category: Learning Systems

Research Cited: Stiggins, Chappuis, Tomlinson, Dufour

| Activity - Lesson Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|---|--------------------|------------|------------|-----|---------------------|--------------------|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms in all content areas by planning together weekly to utilizing the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers |
|---|--------------------|------------|------------|-----|---------------------|--------------------|

| Status | Progress Notes | Created On | Created By |
|-------------|---|--------------|----------------|
| In Progress | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms in all content areas by planning together weekly to utilizing the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | May 31, 2015 | William Bunton |

| Activity - Text Sets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will utilize Science text sets in order to expose students to various forms of informational text and to integrate science content into the literacy block. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$5000 | Grant Funds | Teachers, Librarian |

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | Teachers will utilize Science text sets during the literacy block in order to integrate science content. | May 31, 2015 | William Bunton |

Strategy 2:

Data - Data is monitored regularly to track student progress and make instructional changes.

Category: Learning Systems

Research Cited: Chappuis, Shore

| Activity - Data Spreadsheet | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------|
| A school wide data spreadsheet will be kept as a quick reference to analyze data. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|---|--------------|----------------|
| In Progress | A school wide data spreadsheet will be kept as a quick reference to analyze data. | May 31, 2015 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Implementation and Impact Check | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Instructional Leadership Team |

| Status | Progress Notes | Created On | Created By |
|-------------|---|--------------|----------------|
| In Progress | The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | May 31, 2015 | William Bunton |

Strategy 3:

STEM Lab - Each student will be provided with at least 50 minutes per week in a science enrichment lab for additional science instruction.

Category: Continuous Improvement

Research Cited: Marzano

| Activity - STEM Lab Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| The STEM lab will provide interactive lab activities for all students to enrich and practice their science content. | Academic Support Program | 01/01/2017 | 12/01/2017 | \$60000 | Title I Part A | STEM Lab Teacher |

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | The science lab will provide interactive lab activities for all students to enrich and practice their science content. | May 31, 2015 | William Bunton |

| Activity - Robotics Club | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Students will participate in a Robotics club in which the focus will be on creating and programming robots. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$500 | General Fund | Science Lab Teacher, Administration |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | Students will participate in a science club in which the focus will be on STEM concepts. | May 31, 2015 | William Bunton |

| Activity - Engineering is Elementary | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| The STEM Lab Teacher will implement the Engineering is Elementary (EIE) curriculum with kindergarten through 5th grade students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$500 | General Fund | STEM Lab Teacher |

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | The Science teacher will be trained on and begin to implement the Engineering is Elementary (EIE) curriculum with 4th grade students in an effort to transform the Science lab into a full STEM lab. | May 31, 2015 | William Bunton |

Measurable Objective 2:

43% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency Core Content 4.1 in Science by 05/28/2015 as measured by K-PREP.

Strategy 1:

Interventions - Interventions are provided for students who are performing below grade level.

Category: Continuous Improvement

Research Cited: Shore, Tomlinson

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Interventions will be provided for students using the small group/workshop model addressing science standards in which students have not demonstrated mastery. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Staff |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|--|--------------|----------------|
| In Progress | Interventions will be provided for students using the small group/workshop model addressing science standards in which students have not demonstrated mastery. | May 31, 2015 | William Bunton |

Goal 4: Increase the percentage of students scoring proficient or higher in Social Studies to 68.6% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

56% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies by 10/01/2017 as measured by the Unbridled Learning Accountability System.

Strategy 1:

Collaborative Work - Teachers plan collaboratively to ensure alignment with among standard, targets, activities, and assessments.

Category: Teacher PGES

Research Cited: Stiggins, Chappuis, Tomlinson, Dufour

| Activity - Lesson Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/01/2017 | \$0 | No Funding Required | Certified Teachers, Instructional Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments for the week. | June 09, 2016 | William Bunton |
| In Progress | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments for the week. | May 31, 2015 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Implementation and Impact Checks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------------------|
| The instructional leadership team will meet at minimum twice a year to complete an implementation and impact check of the activities outlined in the school improvement plan. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Instructional Leadership Team |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The instructional leadership team will meet at minimum twice a year to complete an implementation and impact check of the activities outlined in the school improvement plan. | June 09, 2016 | William Bunton |
| In Progress | The instructional leadership team will meet at minimum twice a year to complete an implementation and impact check of the activities outlined in the school improvement plan. | May 31, 2015 | William Bunton |

Strategy 2:

Data - Data is monitored regularly to track student progress and make instructional changes.

Category: Continuous Improvement

Research Cited: Chappuis, Shore

| Activity - Data Spreadsheet | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|--|
| A school wide data spreadsheet is kept as a quick reference to analyze data. | Other | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal, Assistant Principal, Goal Clarity Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | A school wide data spreadsheet is kept as a quick reference to analyze data. | June 09, 2016 | William Bunton |
| In Progress | A school wide data spreadsheet is kept as a quick reference to analyze data. | May 31, 2015 | William Bunton |

Strategy 3:

Instructional Support - The goal clarity coach and resource teacher collaborate with the teachers to lesson plan based on student needs.

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Teacher PGES

Research Cited: Brookhart, Marzano, Saphier, Lemov

| Activity - Text Sets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---------------------|
| Teacher will utilize Social Studies text sets during the literacy block in order to integrate social studies content. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$5000 | Grant Funds | Teachers, Librarian |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Teacher will utilize Social Studies text sets during the literacy block in order to integrate social studies content. | June 09, 2016 | William Bunton |
| In Progress | Teacher will utilize Social Studies text sets during the literacy block in order to integrate social studies content. | May 31, 2015 | William Bunton |

Goal 5: Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Strategy 1:

Bellarmine Literacy Project - Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project.

Category: Professional Learning & Support

Research Cited: What Works Clearinghouse, Cunningham, Marzano

| Activity - Bellarmine Literacy Project | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|--|-----------------------|------------|------------|-----|------------------|--|
| Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | District Funding | Bellarmino Staff, Teachers, Resource Teacher |
|--|-----------------------|------------|------------|-----|------------------|--|

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. | June 09, 2016 | William Bunton |

Strategy 2:

Multi-Tiered System of Supports - Teachers will implement intervention to address students academic needs in reading and math.

Category: Continuous Improvement

Research Cited: Marzano, What Works Clearinghouse

| Activity - Multi-Tiered System of Supports | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Teachers will provide interventions for students that are not performing at grade level in reading and math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Teachers, Interventionists |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Teachers will implement intervention to address students academic needs in reading and math. | June 09, 2016 | William Bunton |

Strategy 3:

Professional Learning Communities - Teachers will participate in professional learning communities.

Category: Continuous Improvement

Research Cited: DuFour

| Activity - PLC | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|---|--------------------------|------------|------------|-----|-------|--|
| Teachers will work in professional learning communities to plan for student instruction based on the four essential PLC questions: 1) What is it that I expect students to know? 2) How will I know if they've learned it? 3) What will I do when students haven't demonstrated understanding? 4) What will I do if they have demonstrated understanding? | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Other | Teachers, Resource Teacher, Goal Clarity Coach |
|---|--------------------------|------------|------------|-----|-------|--|

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Teachers will participate in professional learning communities. | June 09, 2016 | William Bunton |

Strategy 4:

Assessment - Teachers will create and use a variety of formative and summative assessments to monitor student progress.

Category: Learning Systems

Research Cited: Marzano, Vagle

| Activity - Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Teachers will utilize a variety of daily formative and summative assessments to monitor student progress and to adjust instruction based on student results. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Other | Teachers, Goal Clarity Coach, Resource Teacher |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Teachers will create and use a variety of formative and summative assessments to monitor student progress. | June 09, 2016 | William Bunton |

Strategy 5:

Kindergarten Readiness - Incoming kindergarten students will participate in a kindergarten academy.

Category: Continuous Improvement

Research Cited: What Works Clearinghouse, Brigance

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Kindergarten Academy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Kindergarten Teachers, Support Staff, Administration |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Incoming kindergarten students will participate in a kindergarten academy. This takes place in August. | June 09, 2016 | William Bunton |

Goal 6: Wheatley Elementary will decrease the amount of time spent out of class for students due to behavioral choices by December 2017

Measurable Objective 1:

collaborate to decrease the amount of time spent out of class for student due to behavioral choices by 12/31/2017 as measured by various sources of behavior data..

Strategy 1:

Positive Behavior Intervention Support (PBIS) - Teachers and staff implement a school wide behavior plan to decrease off task behaviors and increase student engagement.

Category: Management Systems

Research Cited: Sprick, Jones, Wong

| Activity - Coaches | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| Success Coaches will meet with identified students to provide intervention and support with behavior. The Success Coaches will monitor and track individual student behavior from the identified list of students. | Behavioral Support Program | 12/01/2017 | 12/31/2017 | \$50000 | District Funding | Success Coaches |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | District provided Success Coaches will meet with identified students to provide intervention and support with behavior. The Success Coaches will monitor and track individual student behavior from the identified list of students. | June 09, 2016 | William Bunton |
| In Progress | District provided Success Coaches will meet with identified students to provide intervention and support with behavior. The Success Coaches will monitor and track individual student behavior from the identified list of students. | May 31, 2015 | William Bunton |

| Activity - PAC Room | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| The Positive Action Center (PAC) room will be used to give students an opportunity to conference with the Success Coaches about their behavior. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$1000 | General Fund | Success Coach, Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The Positive Action Center (PAC) room will be used to give students an opportunity to conference with the Success Coaches about their behavior. | June 09, 2016 | William Bunton |
| In Progress | The Positive Action Center (PAC) room will be used to give students an opportunity to conference with the Success Coaches about their behavior. | May 31, 2015 | William Bunton |

| Activity - Morning Meetings and Second Steps Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers meet with their students each morning to discuss student relationships, behavioral expectations and work on character building activities. The social/emotional curriculum, Second Steps, will also be utilized during morning meeting times as well to address student social/emotional needs. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Teachers meet with their students each morning and afternoon to discuss student relationships, behavioral expectations and work on character building activities. Classes will also meet with their buddy class once a month to have a shared morning meeting. | June 09, 2016 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

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|-------------|--|--------------|----------------|
| In Progress | Teachers meet with their students each morning and afternoon to discuss student relationships, behavioral expectations and work on character building activities. Classes will also meet with their buddy class once a month to have a shared morning meeting. | May 31, 2015 | William Bunton |
|-------------|--|--------------|----------------|

| Activity - PBIS Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---|
| School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Staff, Classified Staff, Administrators |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | June 09, 2016 | William Bunton |
| In Progress | School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | May 31, 2015 | William Bunton |

| Activity - School Wide Morning Meeting/Assemblies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|--|
| The principal will organize a school wide morning meeting to place emphasis on the character theme for the month. Grade level teams will plan a greeting, share, and message each month based on the theme. At various points during the year, time will be taken to go over school norms, behavioral and academic expectations (beginning of the school year, after extended breaks). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal, Assistant Principal, Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The principal will organize a school wide morning meeting to place emphasis on the character theme for the month. Grade level teams will plan a greeting, share, and message each month based on the theme. At various points during the year, time will be taken to go over school norms, behavioral and academic expectations (beginning of the school year, after extended breaks). | June 09, 2016 | William Bunton |

Comprehensive School Improvement Plan

Wheatley Elementary

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|-------------|--|--------------|----------------|
| In Progress | The principal will organize a school wide morning meeting to place emphasis on the character theme for the month. Grade level teams will plan a greeting, share, and message each month based on the theme. At various points during the year, time will be taken to go over school norms, behavioral and academic expectations (beginning of the school year, after extended breaks). | May 31, 2015 | William Bunton |
|-------------|--|--------------|----------------|

| Activity - Bounce Coalition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Staff will receive training from the Bounce Coalition in regard to resiliency building, trauma informed care, behavioral management techniques, and adverse childhood experiences throughout the year. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Other | Certified, Classified Staff |

Strategy 2:

Professional Development - Teachers receive professional development sessions to help ensure the success of every student.

Category:

Research Cited: Erwin, Jones, Wong

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------------------|
| Staff members receive behavioral support training to help reduce off-task behaviors. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Instructional Coach, Administrator |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| Completed | Staff members receive behavioral support training during staff meetings to help reduce off-task behaviors. | June 09, 2016 | William Bunton |
| In Progress | Staff members receive behavioral support training during staff meetings to help reduce off-task behaviors. | May 31, 2015 | William Bunton |

| Activity - Safe Crisis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Wheatley Elementary

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|--|----------------------------|------------|------------|-----|---------------------|--|
| A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Staff, Administrator, Classified Staff |
|--|----------------------------|------------|------------|-----|---------------------|--|

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| Completed | A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | June 09, 2016 | William Bunton |
| In Progress | A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | May 31, 2015 | William Bunton |

| Activity - Data Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|-------------------|
| The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | PBIS team |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | June 09, 2016 | William Bunton |
| In Progress | The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | May 31, 2015 | William Bunton |

Strategy 3:

Parental Involvement - We will put several strategies in place to engage parents in their child's education and invite parents into the school.

Category: Management Systems

| Activity - Technology Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Wheatley has a district provided website that provides the same information as the Parent newsletter. We also use forms of social media to communicate with parents who are subscribed to that support. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$1200 | General Fund | Principal and STC |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Wheatley has a district provided website that provides the same information as the Parent newsletter. We also use Remind Text to communicate with parents who are subscribed to that support. | June 09, 2016 | William Bunton |
| In Progress | Wheatley has a district provided website that provides the same information as the Parent newsletter. We also use Remind Text to communicate with parents who are subscribed to that support. | May 31, 2015 | William Bunton |

| Activity - Parent Programs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| The school will host Lunch and Learns for parents/families based on parent feedback. Parents will come to receive information or training and discuss strategies to better support their child's needs. We also have several family nights. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 | Title I Part A | Principal, Assistant Principal, Instructional Coaches, Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The school will host Lunch and Learns for parents that focus on math, reading, and other subjects based on parent feedback. Parents will come to discuss strategies and then ask questions about their child's progress. We also have several parent nights (Literacy, Fall Festival, Student Achievement Celebration) where light refreshments are served and student achievement is addressed. | June 09, 2016 | William Bunton |
| In Progress | The school will host Lunch and Learns for parents that focus on math, reading, and other subjects based on parent feedback. Parents will come to discuss strategies and then ask questions about their child's progress. We also have several parent nights (Literacy, Fall Festival, Student Achievement Celebration) where light refreshments are served and student achievement is addressed. | May 31, 2015 | William Bunton |

| Activity - Parental Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| The Principal works closely with PTA to support activities and promote activities. The principal includes PTA events on the monthly calendar in the newsletter home to parents. The principal meets regularly with PTA parents as they support our students on a daily basis in the classroom. Parents also sit on the SBDM board and provide feedback on school wide items. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Principal |

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Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The Principal works closely with PTA to support activities and promote activities. The principal includes PTA events on the monthly calendar in the newsletter home to parents. The principal meets regularly with PTA parents as they support our students on a daily basis in the classroom. Parents also sit on the SBDM board and provide feedback on school wide items. | June 09, 2016 | William Bunton |
| In Progress | The Principal works closely with PTA to support activities and promote activities. The principal includes PTA events on the monthly calendar in the newsletter home to parents. The principal meets regularly with PTA parents as they support our students on a daily basis in the classroom. Parents also sit on the SBDM board and provide feedback on school wide items. | May 31, 2015 | William Bunton |

| Activity - Parent Involvement Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| The school Parental Involvement committee will meet to plan activities to increase parental involvement in school activities, such as providing professional development (Lunch and Learns, Learning Nights), family fun nights, and means to solicit information from parents in regard to need and inputs (parental surveys). | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 | Title I Part A | Certified Staff, Administrator s, Classified Staff |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | The school Parental Involvement committee will meet to plan activities to increase parental involvement in school activities, such as providing professional development (Lunch and Learns, Learning Nights), family fun nights, and means to solicit information from parents in regard to need and inputs (parental surveys). | June 09, 2016 | William Bunton |
| In Progress | The school Parental Involvement committee will meet to plan activities to increase parental involvement in school activities, such as providing professional development (Lunch and Learns, Learning Nights), family fun nights, and means to solicit information from parents in regard to need and inputs (parental surveys). | May 31, 2015 | William Bunton |

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|---|
| Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$250 | General Fund | Principal, Assistant Principal, Counselor |

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| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | June 09, 2016 | William Bunton |
| In Progress | Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | May 31, 2015 | William Bunton |

Strategy 4:

Attendance Committee - The attendance committee will meet twice monthly.

Category: Management Systems

| Activity - Attendance Committee | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| The school attendance committee will meet regularly to discuss current attendance trends and students that have excess absences from school. The committee will determine next steps to improve student attendance rate. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Administration , Family Resource Center Coordinator, Attendance Clerk, School Social Worker, School Nurse |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | The school attendance committee will meet twice monthly to discuss current attendance trends and students that have excess absences from school. The committee will determine next steps to improve student attendance rate. | June 09, 2016 | William Bunton |
| In Progress | The school attendance committee will meet twice monthly to discuss current attendance trends and students that have excess absences from school. The committee will determine next steps to improve student attendance rate. | May 31, 2015 | William Bunton |

| Activity - Attendance Recognition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| An attendance board will be displayed of all homerooms attendance trends for each month, recognizing the class that has the highest attendance for the month, as well as students with perfect attendance for the month. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Attendance Team |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| Completed | Classes with perfect attendance will be announced daily. Classes with the most days of perfect attendance for the month will receive recognition from the PTA. The Family Resource Center Coordinator will keep track of a perfect attendance board that stakeholders will be able to view to track which class has the most number of perfect attendance days per week for the month. | June 09, 2016 | William Bunton |
| In Progress | Classes with perfect attendance will be announced daily. Classes with the most days of perfect attendance for the month will receive recognition from the PTA. The Family Resource Center Coordinator will keep track of a perfect attendance board that stakeholders will be able to view to track which class has the most number of perfect attendance days per week for the month. | May 31, 2015 | William Bunton |

Goal 7: Increase the percentage of students scoring proficient or higher in Writing to 59% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

43% of Fifth grade students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy 1:

Writing Collaboration - Teachers collaborate with one another to ensure student success.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - PLC's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Teacher will meet in horizontal and vertical teams to analyze student writing to inform their instruction and adjust their instruction accordingly. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Goal Clarity Coach |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Teacher will meet with the Goal Clarity Coach weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | June 09, 2016 | William Bunton |
| In Progress | Teacher will meet with the Goal Clarity Coach weekly in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | May 31, 2015 | William Bunton |

| Activity - Cross-curricular Writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | June 09, 2016 | William Bunton |
| In Progress | Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | May 31, 2015 | William Bunton |

Strategy 2:

Professional Development - Professional development in writing is provided for teachers.

Category: Continuous Improvement

Research Cited: Carty, Benjamin

| Activity - Writing Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--------------------|
| Teachers will be provided with professional development over the writing process; in addition to support for incorporating writing across the curriculum. | Professional Learning | 01/01/2017 | 12/31/2017 | \$500 | General Fund | Certified Teachers |

Comprehensive School Improvement Plan

Wheatley Elementary

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Teachers will be provided with on-going professional development of how to incorporate writing across the curriculum. | June 09, 2016 | William Bunton |
| In Progress | Teachers will be provided with on-going professional development of how to incorporate writing across the curriculum. | May 31, 2015 | William Bunton |

Strategy 3:

Writing Stars Program - Monthly school wide writing prompt.

Category: Learning Systems

Research Cited: Culham

| Activity - Writing Stars | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Students from kindergarten through fifth grade will be provided a similar writing prompt that they will write to each month. The writing prompt will be scored using a rubric. Students that score on the high end of the rubric will have their writing displayed on the "Writing Stars" bulletin board. Those students will also have an opportunity to receive a certificate and read their pieces to their peers as well as family. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$300 | General Fund | Resource Teacher, Goal Clarity Coach, Teachers |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Students from kindergarten through fifth grade will be provided a similar writing prompt that they will write to each month. The writing prompt will be scored using a rubric. Students that score on the high end of the rubric will have their writing displayed on the "Writing Stars" bulletin board. Those students will also have an opportunity to receive a certificate and read their pieces to their peers as well as family. | June 09, 2016 | William Bunton |
| In Progress | Students from kindergarten through fifth grade will be provided a similar writing prompt that they will write to each month. The writing prompt will be scored using a rubric. Students that score on the high end of the rubric will have their writing displayed on the "Writing Stars" bulletin board. Those students will also have an opportunity to receive a certificate and read their pieces to their peers as well as family. | May 31, 2015 | William Bunton |

Strategy 4:

Writing Plan - Literacy Committee will work together to create a comprehensive writing plan for the school.

Comprehensive School Improvement Plan

Wheatley Elementary

Category: Continuous Improvement

Research Cited: Calkins

| Activity - Writing Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| The school Literacy Committee will work together to develop a comprehensive writing plan for the school. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Staff |

Measurable Objective 2:

42% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by the Unbridled Learning Accountability System.

Strategy 1:

Meaningful Feedback - Teachers provide meaningful feedback to students on writing.

Category: Continuous Improvement

Research Cited: Brookhart, Culham

| Activity - On Demand | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | 5th Grade Teachers, Goal Clarity Coach, Resource Teacher, Administration |

| Status | Progress Notes | Created On | Created By |
|--------|----------------|------------|------------|
|--------|----------------|------------|------------|

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|-------------|--|---------------|----------------|
| Completed | 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | June 09, 2016 | William Bunton |
| In Progress | 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | May 31, 2015 | William Bunton |

Strategy 2:

Student Feedback/Progress Monitoring - Administration and teachers collaboratively meet to discuss student growth and plan next steps.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - Live Scoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Teachers will provide students with a writing prompt, an example of an exemplary sample, and scoring rubric. Students will write to the prompt. Teachers, administrators, and instructional coaches will provide students with immediate feedback in order for students to revise their writing prompt piece. Students will continue to revise and edit their piece in order to work towards the highest level on the rubric. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | 3rd-5th Grade Teachers, Administration, Instructional Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Administrators and teachers will participate in live scoring of writing prompts. | June 09, 2016 | William Bunton |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------|------------|------------|-------------------|-------------------|-----------------------------------|
| Student progress and growth in writing will be celebrated throughout the year with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$300 | General Fund | Principal and Assistant Principal |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Student progress and growth will be celebrated throughout the year with certificates and recognition. | June 09, 2016 | William Bunton |

| | | | |
|-------------|---|--------------|----------------|
| In Progress | Student progress and growth will be celebrated throughout the year with certificates and recognition. | May 31, 2015 | William Bunton |
|-------------|---|--------------|----------------|

Goal 8: Wheatley Elementary School will continue to fully implement the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to implement all PGES components by 12/31/2017 as measured by evidence of all applicable components of PGES being placement into CIITS..

Strategy 1:

Staff Training - Staff will receive training over all components of the Professional Growth and Effectiveness System (PGES).

Category: Teacher PGES

Research Cited: Danielson

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Staff will be provided training of the various components of the Professional Growth and Effectiveness System (PGES) in order to apply those components. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | No Funding Required | Certified Teachers, Administrators, Goal Clarity Coach, Instructional Coach |

| Status | Progress Notes | Created On | Created By |
|-------------|--|---------------|----------------|
| In Progress | Staff will continue to be provided training of the various components of the Professional Growth and Effectiveness System (PGES) in order to apply those components. | June 09, 2016 | William Bunton |
| In Progress | Staff will continue to be provided training of the various components of the Professional Growth and Effectiveness System (PGES) in order to apply those components. | May 31, 2015 | William Bunton |

Goal 9: Instructional Resources Goal - Wheatley will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional materials align to Kentucky Core Academic Standards based classroom practices by 10/01/2017 as measured by 100% of the funds allocated for Instructional Materials (Textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy 1:

Instructional Resource Identification and Alignment - The Instructional Leadership Team in conjunction with the SBDM will determine instructional resources and materials based on need as determined by K-PREP scores and other forms of student assessment, i.e. district proficiency assessments.

Category: Management Systems

Research Cited: Owens, Valesky

| Activity - Alignment Rubric | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------------|
| A Instructional Leadership Team will use a rubric to be able to compare available resources to support instructional practices. This will allow us to determine what resources may need to be purchased. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$12638 | Text Books | Instructional Leadership Team, SBDM |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | A Instructional Leadership Team will develop a rubric to be able to compare available resources to support instructional practices. | June 09, 2016 | William Bunton |
| In Progress | A Instructional Leadership Team will develop a rubric to be able to compare available resources to support instructional practices. | May 31, 2015 | William Bunton |

Strategy 2:

Identification of Instructional Materials - Identification of instructional materials and resources used to teach the standards and meet the learning needs of students.

Category: Management Systems

Research Cited: Owens, Valesky

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| Activity - District Advice/Input | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Seek guidance and input from district curriculum specialists on textbooks and instructional materials that are research based and best align to standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$12638 | Text Books | Instructional Leadership Team, SBDM |

| Status | Progress Notes | Created On | Created By |
|-------------|---|---------------|----------------|
| In Progress | Seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards. | June 09, 2016 | William Bunton |
| In Progress | Seek guidance and input from district curriculum specialists on textbooks and instructional materials that best align to standards. | May 31, 2015 | William Bunton |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|--|----------------------------|------------|------------|-------------------|--|
| Bellarmino Literacy Project | Kindergarten through third grade teachers will participate in the Bellarmino Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 | Bellarmino Staff, Teachers, Resource Teacher |
| Coaches | Success Coaches will meet with identified students to provide intervention and support with behavior. The Success Coaches will monitor and track individual student behavior from the identified list of students. | Behavioral Support Program | 12/01/2017 | 12/31/2017 | \$50000 | Success Coaches |
| Total | | | | | \$50000 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|--|--------------------------|------------|------------|-------------------|-------------------------------------|
| Celebrations | Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$1000 | Principal and Assistant Principal |
| Extended School Services | Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction in their area of need based on data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 | Teachers, Instructional Coach |
| Writing Professional Development | Teachers will be provided with professional development over the writing process; in addition to support for incorporating writing across the curriculum. | Professional Learning | 01/01/2017 | 12/31/2017 | \$500 | Certified Teachers |
| Technology Communication | Wheatley has a district provided website that provides the same information as the Parent newsletter. We also use forms of social media to communicate with parents who are subscribed to that support. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$1200 | Principal and STC |
| Progress Monitoring | Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 | MTSS Lead, Certified Teachers |
| Robotics Club | Students will participate in a Robotics club in which the focus will be on creating and programming robots. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$500 | Science Lab Teacher, Administration |

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|---------------------------|---|----------------------------|------------|------------|----------------|---|
| Kindergarten Readiness | Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$250 | Principal, Assistant Principal, Counselor |
| Extended School Services | Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction from certified personnel based on need as determined by data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 | Certified Teachers, Instructional Coach, Principal, Assistant Principal |
| Engineering is Elementary | The STEM Lab Teacher will implement the Engineering is Elementary (EIE) curriculum with kindergarten through 5th grade students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$500 | STEM Lab Teacher |
| Celebrations | Student progress and growth in writing will be celebrated throughout the year with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$300 | Principal and Assistant Principal |
| PAC Room | The Positive Action Center (PAC) room will be used to give students an opportunity to conference with the Success Coaches about their behavior. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$1000 | Success Coach, Assistant Principal |
| Writing Stars | Students from kindergarten through fifth grade will be provided a similar writing prompt that they will write to each month. The writing prompt will be scored using a rubric. Students that score on the high end of the rubric will have their writing displayed on the "Writing Stars" bulletin board. Those students will also have an opportunity to receive a certificate and read their pieces to their peers as well as family. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$300 | Resource Teacher, Goal Clarity Coach, Teachers |
| Planning | Prior to the beginning of each instructional cycle, grade level teams will be provided with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Professional Learning | 01/01/2017 | 12/31/2017 | \$13800 | Certified Teachers, Instructional Coaches, Assistant Principal, Principal |
| Progress Monitoring | Students will complete a universal screener and diagnostic assessments throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 | MTSS Lead, Certified Teachers |
| Total | | | | | \$50918 | |

Text Books

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

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|-----------------------|--|--------------------------|------------|------------|----------------|-------------------------------------|
| Alignment Rubric | A Instructional Leadership Team will use a rubric to be able to compare available resources to support instructional practices. This will allow us to determine what resources may need to be purchased. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$12638 | Instructional Leadership Team, SBDM |
| District Advice/Input | Seek guidance and input from district curriculum specialists on textbooks and instructional materials that are research based and best align to standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$12638 | Instructional Leadership Team, SBDM |
| Total | | | | | \$25276 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|----------------------------|------------|------------|-------------------|---|
| PLC | Teachers will work in professional learning communities to plan for student instruction based on the four essential PLC questions: 1) What is it that I expect students to know? 2) How will I know if they've learned it? 3) What will I do when students haven't demonstrated understanding? 4) What will I do if they have demonstrated understanding? | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Teachers, Resource Teacher, Goal Clarity Coach |
| Assessment | Teachers will utilize a variety of daily formative and summative assessments to monitor student progress and to adjust instruction based on student results. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 | Teachers, Goal Clarity Coach, Resource Teacher |
| Bounce Coalition | Staff will receive training from the Bounce Coalition in regard to resiliency building, trauma informed care, behavioral management techniques, and adverse childhood experiences throughout the year. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified, Classified Staff |
| Summer Learning | Students in Kindergarten through fifth grade not mastering standards and/or not reading on grade level will receive extra support during the summer in literacy skills. The program will be run in partnership with the YMCA. Students will be taught by certified personnel. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$20000 | Family Resource Center Coordinator, Certified Personnel |
| Total | | | | | \$20000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|---|-----------------------|------------|------------|-------------------|---|
| Goal Setting | Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 | Teachers, Administration, Instructional Coaches |
| Implementation and Impact Check | The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Instructional Leadership Team |

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|---------------------------|--|--------------------------|------------|------------|-----|--|
| Walkthroughs/Observations | Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation and receive feedback via post observation conference. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Administration and Instructional Coaches |
| Scheduling | Grade level schedules will include time to provide interventions for students and to provide support for students during the reading block. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 | Principal and Assistant Principal |
| Common Planning | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly using the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach |
| Data Spreadsheet | A school wide data spreadsheet will be kept as a quick reference to analyze data. | Other | 01/01/2017 | 12/31/2017 | \$0 | Principal |
| Lesson Plans | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms in all content areas by planning together weekly to utilizing the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers |
| Cross-curricular Writing | Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Teachers |
| Common Planning | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches |
| Master Schedule | Adjusting the school master schedule to effectively provide interventions for students. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 | Principal and Assistant Principal |
| Attendance Recognition | An attendance board will be displayed of all homerooms attendance trends for each month, recognizing the class that has the highest attendance for the month, as well as students with perfect attendance for the month. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Attendance Team |
| On Demand | 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | 5th Grade Teachers, Goal Clarity Coach, Resource Teacher, Administration |
| Data Spreadsheet | A school wide data spreadsheet is kept as a quick reference to analyze data. | Other | 01/01/2017 | 12/31/2017 | \$0 | Principal, Assistant Principal, Goal Clarity Coach |

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|--|--|----------------------------|------------|------------|-----|--|
| Assessments | Teachers will design, administer, and analyze a standards based common assessments and make instructional adjustments according to the student results. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach |
| Professional Development | Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches and Administrators |
| Attendance Committee | The school attendance committee will meet regularly to discuss current attendance trends and students that have excess absences from school. The committee will determine next steps to improve student attendance rate. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Administration, Family Resource Center Coordinator, Attendance Clerk, School Social Worker, School Nurse |
| Safe Crisis | A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Staff, Administrator, Classified Staff |
| Tier 2 and 3 Interventions | Interventions will be provided for students using the small group/workshop model addressing science standards in which students have not demonstrated mastery. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Staff |
| Morning Meetings and Second Steps Curriculum | Teachers meet with their students each morning to discuss student relationships, behavioral expectations and work on character building activities. The social/emotional curriculum, Second Steps, will also be utilized during morning meeting times as well to address student social/emotional needs. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers |
| Tracking Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches, Administrators |
| Celebrations | Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$0 | Principal and Assistant Principal |
| Student Progress | Administrators and instructional coaches will meet with individual students in third through fifth grade to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Teachers, Instructional Coaches, Principal, Assistant Principal |

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|----------------------------------|---|--------------------------|------------|------------|-----|--|
| PLC's | Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches, Administration |
| Implementation and Impact Checks | The instructional leadership team will meet at minimum twice a year to complete an implementation and impact check of the activities outlined in the school improvement plan. | Other | 01/01/2017 | 12/31/2017 | \$0 | Instructional Leadership Team |
| Kindergarten Academy | Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Kindergarten Teachers, Support Staff, Administration |
| PLC | Teachers meet in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards, to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |
| Professional Development | Professional development will be provided based on observed need through classroom walkthroughs and observations and teachers needs assessment. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches and Administrators |
| Tracking Progress | Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Instructional Coaches, Administrators |
| PLC's | Teacher will meet in horizontal and vertical teams to analyze student writing to inform their instruction and adjust their instruction accordingly. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach |
| Parental Feedback | The Principal works closely with PTA to support activities and promote activities. The principal includes PTA events on the monthly calendar in the newsletter home to parents. The principal meets regularly with PTA parents as they support our students on a daily basis in the classroom. Parents also sit on the SBDM board and provide feedback on school wide items. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$0 | Principal |

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|---------------------------------|--|----------------------------|------------|------------|-----|---|
| PLC's | Teachers will meet in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Teachers and Instructional Coaches |
| Walkthroughs/Observations | Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Teachers will receive formal observations and receive feedback via post observation conference. | Other | 01/01/2017 | 12/31/2017 | \$0 | Principal and Instructional Coaches |
| MTSS | The MTSS team will undergo MTSS rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students and extension for Tier 1 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | MTSS Team |
| Tier 2 and 3 Interventions | Teachers will utilize a workshop model within the classroom setting to provide small group/individual support to students. There is a built in block of time for math interventions in which students will receive intervention for their identified area of need according to various data. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Staff |
| Professional Development | Staff members receive behavioral support training to help reduce off-task behaviors. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Instructional Coach, Administrator |
| Lesson Plans | Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/01/2017 | \$0 | Certified Teachers, Instructional Coach |
| Assessments | Teachers will design, administer, and analyze standards based common assessment. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach |
| Planning | Prior to the beginning of an instructional cycle, time will be provided for grade level teams to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the instructional cycle, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 | Teachers, Instructional Coaches |
| Multi-Tiered System of Supports | Teachers will provide interventions for students that are not performing at grade level in reading and math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Teachers, Interventionists |
| PBIS Team | School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Staff, Classified Staff, Administrators |

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|--|---|----------------------------|------------|------------|-----|--|
| Writing Plan | The school Literacy Committee will work together to develop a comprehensive writing plan for the school. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Certified Staff |
| Goal Setting | Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 | Teachers, Administration, Goal Clarity Coach |
| School Wide Morning Meeting/Assemblies | The principal will organize a school wide morning meeting to place emphasis on the character theme for the month. Grade level teams will plan a greeting, share, and message each month based on the theme. At various points during the year, time will be taken to go over school norms, behavioral and academic expectations (beginning of the school year, after extended breaks). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | Principal, Assistant Principal, Teachers |
| Implementation and Impact Checks | The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 12/01/2016 | 12/31/2017 | \$0 | Instructional Leadership Team |
| Student Goal Setting | Teachers, administrators, and/or instructional coaches will meet with individual students in all grades to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency or diagnostic reading assessment. | Direct Instruction | 12/01/2016 | 12/31/2017 | \$0 | Teachers, Administration, Instructional Coaches |
| Teacher Training | Staff will be provided training of the various components of the Professional Growth and Effectiveness System (PGES) in order to apply those components. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Administrator s, Goal Clarity Coach, Instructional Coach |
| Data Review | The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 | PBIS team |
| Live Scoring | Teachers will provide students with a writing prompt, an example of an exemplary sample, and scoring rubric. Students will write to the prompt. Teachers, administrators, and instructional coaches will provide students with immediate feedback in order for students to revise their writing prompt piece. Students will continue to revise and edit their piece in order to work towards the highest level on the rubric. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | 3rd-5th Grade Teachers, Administration, Instructional Coach |
| PLC's | Teachers meet in professional learning communities to discuss student achievement, the horizontal and vertical alignment of the standards, assessment development and effective instructional practices. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

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|---------------------------------|---|--------------------------|------------|------------|-----|-------------------------------|
| Implementation and Impact Check | The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 | Instructional Leadership Team |
| Total | | | | | \$0 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------|------------|------------|-------------------|---|
| Parent Programs | The school will host Lunch and Learns for parents/families based on parent feedback. Parents will come to receive information or training and discuss strategies to better support their child's needs. We also have several family nights. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 | Principal, Assistant Principal, Instructional Coaches, Teachers |
| Parent Involvement Committee | The school Parental Involvement committee will meet to plan activities to increase parental involvement in school activities, such as providing professional development (Lunch and Learns, Learning Nights), family fun nights, and means to solicit information from parents in regard to need and inputs (parental surveys). | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 | Certified Staff, Administrator s, Classified Staff |
| STEM Lab Instruction | The STEM lab will provide interactive lab activities for all students to enrich and practice their science content. | Academic Support Program | 01/01/2017 | 12/01/2017 | \$60000 | STEM Lab Teacher |
| MTSS | The MTSS team will undergo RTI rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$5000 | MTSS Team |
| Total | | | | | \$70738 | |

Grant Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|--------------------|------------|------------|-------------------|---------------------|
| Text Sets | Teacher will utilize Social Studies text sets during the literacy block in order to integrate social studies content. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$5000 | Teachers, Librarian |
| Text Sets | Teachers will utilize Science text sets in order to expose students to various forms of informational text and to integrate science content into the literacy block. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$5000 | Teachers, Librarian |
| Total | | | | | \$10000 | |

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 | | |

| 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 | | |

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

| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|----------|---------|------------|
| Research-based Strategies | The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|----------|---------|------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | | |

| 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 | | |

Comprehensive School Improvement Plan

Wheatley Elementary

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------|---|----------|---------|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|--|----------|---------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who will be serving students. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------|---|----------|---------|------------|
| Comprehensive Plan | The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed. | Yes | | |

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | | |

| 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 | | |

| 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 | | |

Comprehensive School Improvement Plan

Wheatley Elementary

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | | |

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

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

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|---|----------|---------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. | Yes | | |

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | Yes | | |

Comprehensive School Improvement Plan

Wheatley Elementary

| 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 | | |

| 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 | | |

| 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|--|----------|---------|------------|
| Professional Development | The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|----------------|--|----------|---------|------------|
| Ranking Report | The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement. | Yes | | |

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

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

Comprehensive School Improvement Plan

Wheatley Elementary

| 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 | | |

| 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 | | |

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

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | N/A | | |

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:

Certified staff at Wheatley Elementary will complete the TELL Survey during 2014-2015 school year.

Measurable Objective 1:

collaborate to have all certified staff completing the TELL survey within the 2014-2015 school year by 05/28/2015 as measured by 100% completion rate on the survey.

Strategy1:

TELL Survey - Teachers will complete the TELL survey.

Category: Continuous Improvement

Research Cited: Marzano, Danielson

| Activity - TELL Survey | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Certified staff will be informed of the importance of providing feedback for school improvement. Certified staff will also be informed in a timely manner about specific dates and timelines of survey completion and will be strongly encouraged to complete the TELL survey. | Policy and Process | 01/01/2015 | 12/31/2015 | \$0 - No Funding Required | Administration |

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

Goal 1:

Increase the percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Reading by 10/01/2017 as measured by Unbridled Learning Accountability Model..

Strategy1:

Comprehensive School Improvement Plan

Wheatley Elementary

Strategic Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Professional Learning & Support

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Instructional Coaches |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$1000 - General Fund | Principal and Assistant Principal |

Strategy2:

Multi-Tiered System of Supports - Data will be analyzed to determine gaps in student learning. These gaps will be analyzed to choose and implement specific research-based interventions to increase student achievement.

Category: Integrated Methods for Learning

Research Cited: Shore, Tomlinson

| Activity - Summer Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Students in Kindergarten through fifth grade not mastering standards and/or not reading on grade level will receive extra support during the summer in literacy skills. The program will be run in partnership with the YMCA. Students will be taught by certified personnel. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$20000 - Other | Family Resource Center Coordinator, Certified Personnel |

| Activity - Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Grade level schedules will include time to provide interventions for students and to provide support for students during the reading block. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------|
| The MTSS team will undergo RTI rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$5000 - Title I Part A | MTSS Team |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction from certified personnel based on need as determined by data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Certified Teachers, Instructional Coach, Principal, Assistant Principal |

Measurable Objective 2:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy1:

Deep Implementation Planning - Staff will meet regularly to ensure curriculum alignment to Kentucky Core Academic Standards (learning targets, key terms, level of teaching and learning, and assessment).

Category: Professional Learning & Support

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will design, administer, and analyze standards based common assessment. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Prior to the beginning of each instructional cycle, grade level teams will be provided with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Professional Learning | 01/01/2017 | 12/31/2017 | \$13800 - General Fund | Certified Teachers, Instructional Coaches, Assistant Principal, Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards, to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

| Activity - Common Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches |

Strategy2:

Instructional Feedback - Teachers are provided feedback by administrators and/or instructional coaches on teaching practices.

Category: Continuous Improvement

Research Cited: Marzano. Saphier, Lemov, DuFour, Danielson

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation and receive feedback via post observation conference. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Administration and Instructional Coaches |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administration |

Strategy3:

Data Analysis - Data will be monitored regularly to track student progress and make instructional changes.

Category: Management Systems

Research Cited: Chappuis, Shore

| Activity - Implementation and Impact Checks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 12/01/2016 | 12/31/2017 | \$0 - No Funding Required | Instructional Leadership Team |

| Activity - Student Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers, administrators, and/or instructional coaches will meet with individual students in all grades to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency or diagnostic reading assessment. | Direct Instruction | 12/01/2016 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Instructional Coaches |

Goal 2:

Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency Common Core Standards in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Analysis of Data - Data is monitored regularly to track student progress and make instructional changes.

Category: Learning Systems

Research Cited: Chappuis, Shore

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Student Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students in third through fifth grade to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Instructional Coaches, Principal, Assistant Principal |

| Activity - Implementation and Impact Check | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Instructional Leadership Team |

Strategy2:

Instructional Feedback - Teachers are provided feedback by administrators, instructional coaches, and peers on teaching practices.

Category: Professional Learning & Support

Research Cited: Marzano, Saphier, Lemov

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations and teachers needs assessment. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------------------------|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Teachers will receive formal observations and receive feedback via post observation conference. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Instructional Coaches |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------------------|
| Teachers will meet in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers and Instructional Coaches |

Strategy3:

Planning - Teachers will meet weekly with their grade level team members to ensure instructional alignment with standards, learning targets, and assessment and collaborate to implement effective instructional strategies.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Wheatley Elementary

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will design, administer, and analyze a standards based common assessments and make instructional adjustments according to the student results. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement, the horizontal and vertical alignment of the standards, assessment development and effective instructional practices. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

| Activity - Common Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly using the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------------|
| Prior to the beginning of an instructional cycle, time will be provided for grade level teams to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the instructional cycle, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Instructional Coaches |

Measurable Objective 2:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Math in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Multi-Tiered System of Supports - Each student will be identified by a tier level and strategic instructional plans will be developed to fit the needs of each student. This will include interventions.

Category: Learning Systems

Research Cited: Shore, Tomlinson

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------------|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction in their area of need based on data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Teachers, Instructional Coach |

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| The MTSS team will undergo MTSS rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students and extension for Tier 1 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | MTSS Team |

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Adjusting the school master schedule to effectively provide interventions for students. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will utilize a workshop model within the classroom setting to provide small group/individual support to students. There is a built in block of time for math interventions in which students will receive intervention for their identified area of need according to various data. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff |

Strategy2:

Deep Implementation Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Goal Clarity Coach |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|---------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

Goal 3:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Strategy1:

Bellarmine Literacy Project - Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project.

Category: Professional Learning & Support

Research Cited: What Works Clearinghouse, Cunningham, Marzano

| Activity - Bellarmine Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Bellarmine Staff, Teachers, Resource Teacher |

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

Goal 1:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Comprehensive School Improvement Plan

Wheatley Elementary

Strategy1:

Kindergarten Readiness - Incoming kindergarten students will participate in a kindergarten academy.

Category: Continuous Improvement

Research Cited: What Works Clearinghouse, Brigrance

| Activity - Kindergarten Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Support Staff, Administration |

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

Goal 1:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to acheive a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Strategy1:

Kindergarten Readiness - Incoming kindergarten students will participate in a kindergarten academy.

Category: Continuous Improvement

Research Cited: What Works Clearinghouse, Brigrance

| Activity - Kindergarten Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Support Staff, Administration |

Goal 2:

Wheatley Elementary will decrease the amount of time spent out of class for students due to behavioral choices by December 2017

Measurable Objective 1:

collaborate to decrease the amount of time spent out of class for student due to behavioral choices by 12/31/2017 as measured by various sources of behavior data..

Comprehensive School Improvement Plan

Wheatley Elementary

Strategy1:

Parental Involvement - We will put several strategies in place to engage parents in their child's education and invite parents into the school.

Category: Management Systems

Research Cited:

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$250 - General Fund | Principal, Assistant Principal, Counselor |

Strategy2:

Positive Behavior Intervention Support (PBIS) - Teachers and staff implement a school wide behavior plan to decrease off task behaviors and increase student engagement.

Category: Management Systems

Research Cited: Sprick, Jones, Wong

| Activity - Morning Meetings and Second Steps Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--------------------|
| Teachers meet with their students each morning to discuss student relationships, behavioral expectations and work on character building activities. The social/emotional curriculum, Second Steps, will also be utilized during morning meeting times as well to address student social/emotional needs. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers |

| Activity - PBIS Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---|
| School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff, Classified Staff, Administrators |

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 percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning

Accountability Model.

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Comprehensive School Improvement Plan

Wheatley Elementary

Measurable Objective 1:

48% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy1:

Instructional Feedback - Teachers are provided feedback by administrators and/or instructional coaches on teaching practices.

Category: Continuous Improvement

Research Cited: Marzano. Saphier, Lemov, DuFour, Danielson

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Instructional coaches and teachers will meet weekly in professional learning communities (PLC's) to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administration |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations. Professional development will also be available after conducting a needs assessment with the teachers. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Each certified teacher will receive a formal observation and receive feedback via post observation conference. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Administration and Instructional Coaches |

Strategy2:

Data Analysis - Data will be monitored regularly to track student progress and make instructional changes.

Category: Management Systems

Research Cited: Chappuis, Shore

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Implementation and Impact Checks | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 12/01/2016 | 12/31/2017 | \$0 - No Funding Required | Instructional Leadership Team |

| Activity - Student Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Teachers, administrators, and/or instructional coaches will meet with individual students in all grades to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency or diagnostic reading assessment. | Direct Instruction | 12/01/2016 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Instructional Coaches |

Strategy3:

Deep Implementation Planning - Staff will meet regularly to ensure curriculum alignment to Kentucky Core Academic Standards (learning targets, key terms, level of teaching and learning, and assessment).

Category: Professional Learning & Support

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Common Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly to address standards, learning targets, and common formative assessments. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches |

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| Prior to the beginning of each instructional cycle, grade level teams will be provided with time to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Professional Learning | 01/01/2017 | 12/31/2017 | \$13800 - General Fund | Certified Teachers, Instructional Coaches, Assistant Principal, Principal |

| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement and the horizontal and vertical alignment of the standards, to identify essential learning (deconstruct standards), develop lessons based on essential standards, develop assessments based on essential standards, analyze student data to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will design, administer, and analyze standards based common assessment. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

Measurable Objective 2:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Reading by 10/01/2017 as measured by Unbridled Learning Accountability Model..

Strategy1:

Strategic Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Professional Learning & Support

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Instructional Coaches |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$1000 - General Fund | Principal and Assistant Principal |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

Strategy2:

Multi-Tiered System of Supports - Data will be analyzed to determine gaps in student learning. These gaps will be analyzed to choose and implement specific research-based interventions to increase student achievement.

Category: Integrated Methods for Learning

Research Cited: Shore, Tomlinson

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------|
| The MTSS team will undergo RTI rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$5000 - Title I Part A | MTSS Team |

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction from certified personnel based on need as determined by data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Certified Teachers, Instructional Coach, Principal, Assistant Principal |

| Activity - Summer Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Students in Kindergarten through fifth grade not mastering standards and/or not reading on grade level will receive extra support during the summer in literacy skills. The program will be run in partnership with the YMCA. Students will be taught by certified personnel. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$20000 - Other | Family Resource Center Coordinator, Certified Personnel |

| Activity - Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Grade level schedules will include time to provide interventions for students and to provide support for students during the reading block. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

Goal 2:

Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

47% of Third, Fourth and Fifth grade students will demonstrate a proficiency Common Core Standards in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Instructional Feedback - Teachers are provided feedback by administrators, instructional coaches, and peers on teaching practices.

Category: Professional Learning & Support

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Wheatley Elementary

Research Cited: Marzano, Saphier, Lemov

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Professional development will be provided based on observed need through classroom walkthroughs and observations and teachers needs assessment. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches and Administrators |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------------------|
| Teachers will meet in professional learning communities (PLC's) to analyze student data (common assessments, diagnostic and proficiency assessments) to inform their instruction and adjust accordingly and also to develop strategic plans/SMART goals to address areas of need based on data. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers and Instructional Coaches |

| Activity - Walkthroughs/Observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------------------------|
| Administrators and instructional coaches will conduct learning walkthroughs of each classroom using the templates from the eWalk application and provide immediate feedback via email or face-to-face dialogue about the observances. Teachers will receive formal observations and receive feedback via post observation conference. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Instructional Coaches |

Strategy2:

Analysis of Data - Data is monitored regularly to track student progress and make instructional changes.

Category: Learning Systems

Research Cited: Chappuis, Shore

| Activity - Student Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students in third through fifth grade to talk about each student's progress toward mastering the standards and to have each student set goals prior to taking the next district proficiency. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Instructional Coaches, Principal, Assistant Principal |

| Activity - Implementation and Impact Check | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------------------|
| The instructional leadership team will meet monthly to complete an implementation and impact check of the activities outlined in the school improvement plan. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Instructional Leadership Team |

Strategy3:

Comprehensive School Improvement Plan

Wheatley Elementary

Planning - Teachers will meet weekly with their grade level team members to ensure instructional alignment with standards, learning targets, and assessment and collaborate to implement effective instructional strategies.

Category: Continuous Improvement

Research Cited: Stiggins, Chappuis, Tomlinson, DuFour, Danielson

| Activity - Common Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| Grade level teams will ensure that there is alignment in the curriculum and across grade level classrooms by planning together weekly using the instructional planning guide to address standards, learning targets, and common formative assessments for the week. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

| Activity - Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------------|
| Prior to the beginning of an instructional cycle, time will be provided for grade level teams to plan extensively to ensure goal clarity and alignment of the K-CAS standards by deconstructing the standards for the instructional cycle, identifying key vocabulary terms associated with each standard to be taught, creating assessments that are aligned with the standard and determine at which level the content should be taught and learned by students. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Instructional Coaches |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers meet in professional learning communities to discuss student achievement, the horizontal and vertical alignment of the standards, assessment development and effective instructional practices. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach, Principal, Assistant Principal |

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will design, administer, and analyze a standards based common assessments and make instructional adjustments according to the student results. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

Measurable Objective 2:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Math in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Deep Implementation Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Continuous Improvement

Research Cited: Friend, Erwin

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|---------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Goal Clarity Coach |

Strategy2:

Multi-Tiered System of Supports - Each student will be identified by a tier level and strategic instructional plans will be developed to fit the needs of each student. This will include interventions.

Category: Learning Systems

Research Cited: Shore, Tomlinson

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------------|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction in their area of need based on data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Teachers, Instructional Coach |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Adjusting the school master schedule to effectively provide interventions for students. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will utilize a workshop model within the classroom setting to provide small group/individual support to students. There is a built in block of time for math interventions in which students will receive intervention for their identified area of need according to various data. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff |

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| The MTSS team will undergo MTSS rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students and extension for Tier 1 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | MTSS Team |

Goal 3:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities.

Category: Continuous Improvement

Research Cited: DuFour

| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Teachers will work in professional learning communities to plan for student instruction based on the four essential PLC questions: 1) What is it that I expect students to know? 2) How will I know if they've learned it? 3) What will I do when students haven't demonstrated understanding? 4) What will I do if they have demonstrated understanding? | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - Other | Teachers, Resource Teacher, Goal Clarity Coach |

Strategy2:

Assessment - Teachers will create and use a variety of formative and summative assessments to monitor student progress.

Category: Learning Systems

Research Cited: Marzano, Vagle

| Activity - Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers will utilize a variety of daily formative and summative assessments to monitor student progress and to adjust instruction based on student results. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - Other | Teachers, Goal Clarity Coach, Resource Teacher |

Comprehensive School Improvement Plan

Wheatley Elementary

Strategy3:

Bellarmine Literacy Project - Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project.

Category: Professional Learning & Support

Research Cited: What Works Clearinghouse, Cunningham, Marzano

| Activity - Bellarmine Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Bellarmine Staff, Teachers, Resource Teacher |

Strategy4:

Kindergarten Readiness - Incoming kindergarten students will participate in a kindergarten academy.

Category: Continuous Improvement

Research Cited: What Works Clearinghouse, Brigrance

| Activity - Kindergarten Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Support Staff, Administration |

Strategy5:

Multi-Tiered System of Supports - Teachers will implement intervention to address students academic needs in reading and math.

Category: Continuous Improvement

Research Cited: Marzano, What Works Clearinghouse

| Activity - Multi-Tiered System of Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers will provide interventions for students that are not performing at grade level in reading and math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Teachers, Interventionists |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the percentage of students scoring proficient or higher in Reading to 62.7% by 2019 as measured by Unbridled Learning Accountability Model.

Comprehensive School Improvement Plan

Wheatley Elementary

Measurable Objective 1:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Reading by 10/01/2017 as measured by Unbridled Learning Accountability Model..

Strategy1:

Multi-Tiered System of Supports - Data will be analyzed to determine gaps in student learning. These gaps will be analyzed to choose and implement specific research-based interventions to increase student achievement.

Category: Integrated Methods for Learning

Research Cited: Shore, Tomlinson

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year to track their progress toward mastery of standards. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

| Activity - Summer Learning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---|
| Students in Kindergarten through fifth grade not mastering standards and/or not reading on grade level will receive extra support during the summer in literacy skills. The program will be run in partnership with the YMCA. Students will be taught by certified personnel. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$20000 - Other | Family Resource Center Coordinator, Certified Personnel |

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------|
| The MTSS team will undergo RTI rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$5000 - Title I Part A | MTSS Team |

| Activity - Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Grade level schedules will include time to provide interventions for students and to provide support for students during the reading block. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

Comprehensive School Improvement Plan

Wheatley Elementary

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction from certified personnel based on need as determined by data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Certified Teachers, Instructional Coach, Principal, Assistant Principal |

Strategy2:

Strategic Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Professional Learning & Support

Research Cited: Friend, Erwin

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Instructional Coaches |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$1000 - General Fund | Principal and Assistant Principal |

| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

Goal 2:

Increase the percentage of students scoring proficient or higher in Math to 61.8% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

A 10% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to reduce novice performance in Math in Mathematics by 10/01/2017 as measured by K-PREP.

Strategy1:

Multi-Tiered System of Supports - Each student will be identified by a tier level and strategic instructional plans will be developed to fit the needs of each student. This will include interventions.

Category: Learning Systems

Comprehensive School Improvement Plan

Wheatley Elementary

Research Cited: Shore, Tomlinson

| Activity - MTSS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| The MTSS team will undergo MTSS rounds, utilizing student data to adjust, plan and provide interventions for Tier 2 and 3 students and extension for Tier 1 students. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | MTSS Team |

| Activity - Master Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------------------|
| Adjusting the school master schedule to effectively provide interventions for students. | Policy and Process | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will utilize a workshop model within the classroom setting to provide small group/individual support to students. There is a built in block of time for math interventions in which students will receive intervention for their identified area of need according to various data. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff |

| Activity - Extended School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------------|
| Extended school services will be provided to Tier 3 and 2 students, third through fifth grade. Tier 3 and 2 students will participate in extended school services receiving instruction in their area of need based on data. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$8784 - General Fund | Teachers, Instructional Coach |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-------------------------------|
| Students will complete a universal screener and diagnostic assessments throughout the year as part of their progress monitoring prior to undergoing MTSS rounds. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$7000 - General Fund | MTSS Lead, Certified Teachers |

Strategy2:

Deep Implementation Planning - Administration and teachers collaboratively meet to discuss student growth.

Category: Continuous Improvement

Research Cited: Friend, Erwin

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| Activity - Tracking Progress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Administrators and instructional coaches will meet with individual students to talk about each student's progress toward mastering the standards and to have each student set achievement goals for future performance assessments. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Instructional Coaches, Administrators |

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Administration and teachers meet individually with students to review past performances and set goals for themselves. | Other | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers, Administration, Goal Clarity Coach |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|---------------------------|-----------------------------------|
| Student progress and growth will be celebrated with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal and Assistant Principal |

Goal 3:

59.7% of students will demonstrate proficiency in Science by 2017.

Measurable Objective 1:

43% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency Core Content 4.1 in Science by 05/28/2015 as measured by K-PREP.

Strategy1:

Interventions - Interventions are provided for students who are performing below grade level.

Category: Continuous Improvement

Research Cited: Shore, Tomlinson

| Activity - Tier 2 and 3 Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Interventions will be provided for students using the small group/workshop model addressing science standards in which students have not demonstrated mastery. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff |

Goal 4:

Wheatley Elementary will achieve a proficient rating in the area of K-3 Program Review.

Measurable Objective 1:

collaborate to achieve a proficient classification on the K - 3 Program Review by 10/01/2016 as measured by the Program Review.

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Strategy1:

Professional Learning Communities - Teachers will participate in professional learning communities.

Category: Continuous Improvement

Research Cited: DuFour

| Activity - PLC | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Teachers will work in professional learning communities to plan for student instruction based on the four essential PLC questions: 1) What is it that I expect students to know? 2) How will I know if they've learned it? 3) What will I do when students haven't demonstrated understanding? 4) What will I do if they have demonstrated understanding? | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - Other | Teachers, Resource Teacher, Goal Clarity Coach |

Strategy2:

Kindergarten Readiness - Incoming kindergarten students will participate in a kindergarten academy.

Category: Continuous Improvement

Research Cited: What Works Clearinghouse, Brigrance

| Activity - Kindergarten Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Incoming kindergarten students will participate in a kindergarten academy prior to beginning the school year. Students will also be assessed for readiness at this time. Parents will be provided with strategies and resources to work with incoming kindergarten students. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Support Staff, Administration |

Strategy3:

Assessment - Teachers will create and use a variety of formative and summative assessments to monitor student progress.

Category: Learning Systems

Research Cited: Marzano, Vagle

| Activity - Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers will utilize a variety of daily formative and summative assessments to monitor student progress and to adjust instruction based on student results. | Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - Other | Teachers, Goal Clarity Coach, Resource Teacher |

Strategy4:

Bellarmine Literacy Project - Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project.

Category: Professional Learning & Support

Research Cited: What Works Clearinghouse, Cunningham, Marzano

Comprehensive School Improvement Plan

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| Activity - Bellarmine Literacy Project | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Kindergarten through third grade teachers will participate in the Bellarmine Literacy Project. Teachers will incorporate literacy strategies from their participation into their classrooms in order to increase the number of students that are reading on grade level by the end of third grade. | Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - District Funding | Bellarmino Staff, Teachers, Resource Teacher |

Strategy5:

Multi-Tiered System of Supports - Teachers will implement intervention to address students academic needs in reading and math.

Category: Continuous Improvement

Research Cited: Marzano, What Works Clearinghouse

| Activity - Multi-Tiered System of Supports | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers will provide interventions for students that are not performing at grade level in reading and math. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Teachers, Interventionists |

Goal 5:

Increase the percentage of students scoring proficient or higher in Writing to 59% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

42% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by the Unbridled Learning Accountability System.

Strategy1:

Meaningful Feedback - Teachers provide meaningful feedback to students on writing.

Category: Continuous Improvement

Research Cited: Brookhart, Culham

| Activity - On Demand | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | 5th Grade Teachers, Goal Clarity Coach, Resource Teacher, Administration |

Strategy2:

Student Feedback/Progress Monitoring - Administration and teachers collaboratively meet to discuss student growth and plan next steps.

Category: Continuous Improvement

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Wheatley Elementary

Research Cited: Friend, Erwin

| Activity - Live Scoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will provide students with a writing prompt, an example of an exemplary sample, and scoring rubric. Students will write to the prompt. Teachers, administrators, and instructional coaches will provide students with immediate feedback in order for students to revise their writing prompt piece. Students will continue to revise and edit their piece in order to work towards the highest level on the rubric. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | 3rd-5th Grade Teachers, Administration, Instructional Coach |

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|-------------------------|-----------------------------------|
| Student progress and growth in writing will be celebrated throughout the year with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$300 - General Fund | Principal and Assistant Principal |

Goal 6:

Wheatley Elementary will decrease the amount of time spent out of class for students due to behavioral choices by December 2017

Measurable Objective 1:

collaborate to decrease the amount of time spent out of class for student due to behavioral choices by 12/31/2017 as measured by various sources of behavior data..

Strategy1:

Positive Behavior Intervention Support (PBIS) - Teachers and staff implement a school wide behavior plan to decrease off task behaviors and increase student engagement.

Category: Management Systems

Research Cited: Sprick, Jones, Wong

| Activity - Morning Meetings and Second Steps Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--------------------|
| Teachers meet with their students each morning to discuss student relationships, behavioral expectations and work on character building activities. The social/emotional curriculum, Second Steps, will also be utilized during morning meeting times as well to address student social/emotional needs. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers |

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| Activity - Coaches | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|----------------------------|-------------------|
| Success Coaches will meet with identified students to provide intervention and support with behavior. The Success Coaches will monitor and track individual student behavior from the identified list of students. | Behavioral Support Program | 12/01/2017 | 12/31/2017 | \$50000 - District Funding | Success Coaches |

| Activity - PAC Room | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|-------------------------|------------------------------------|
| The Positive Action Center (PAC) room will be used to give students an opportunity to conference with the Success Coaches about their behavior. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$1000 - General Fund | Success Coach, Assistant Principal |

| Activity - Bounce Coalition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|-------------------------|-----------------------------|
| Staff will receive training from the Bounce Coalition in regard to resiliency building, trauma informed care, behavioral management techniques, and adverse childhood experiences throughout the year. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - Other | Certified, Classified Staff |

| Activity - PBIS Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---|
| School based PBIS (Positive Behavior Intervention Support) team will meet twice monthly to analyze data as it relates to student non-academic performance (discipline and school climate). The PBIS team will review and revise school wide structures (dismissal plan, school norms (hallway, cafeteria, bathroom, etc.) based on student and school data (survey). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff, Classified Staff, Administrators |

| Activity - School Wide Morning Meeting/Assemblies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--|
| The principal will organize a school wide morning meeting to place emphasis on the character theme for the month. Grade level teams will plan a greeting, share, and message each month based on the theme. At various points during the year, time will be taken to go over school norms, behavioral and academic expectations (beginning of the school year, after extended breaks). | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal, Assistant Principal, Teachers |

Strategy2:

Professional Development - Teachers receive professional development sessions to help ensure the success of every student.

Category:

Research Cited: Erwin, Jones, Wong

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| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Staff members receive behavioral support training to help reduce off-task behaviors. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Instructional Coach, Administrator |

| Activity - Safe Crisis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|--|
| A Safe Crisis Team has been established and trained to de-escalate aggressive students and plan for positive behavior supports. The SCT will meet regularly to practice strategies and techniques in de-escalating students. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff, Administrator, Classified Staff |

| Activity - Data Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|-------------------|
| The PBIS team will present behavior data before the ILT monthly as well as the staff during faculty meetings. | Behavioral Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | PBIS team |

Strategy3:

Attendance Committee - The attendance committee will meet twice monthly.

Category: Management Systems

Research Cited:

| Activity - Attendance Committee | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| The school attendance committee will meet regularly to discuss current attendance trends and students that have excess absences from school. The committee will determine next steps to improve student attendance rate. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Administration, Family Resource Center Coordinator, Attendance Clerk, School Social Worker, School Nurse |

| Activity - Attendance Recognition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| An attendance board will be displayed of all homerooms attendance trends for each month, recognizing the class that has the highest attendance for the month, as well as students with perfect attendance for the month. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Attendance Team |

Strategy4:

Parental Involvement - We will put several strategies in place to engage parents in their child's education and invite parents into the school.

Category: Management Systems

Research Cited:

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| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Parents of incoming kindergarten students will receive information prior to the start of the school year in regard to the skills and knowledge that are pre-requisites for kindergarten. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$250 - General Fund | Principal, Assistant Principal, Counselor |

| Activity - Parent Involvement Committee | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| The school Parental Involvement committee will meet to plan activities to increase parental involvement in school activities, such as providing professional development (Lunch and Learns, Learning Nights), family fun nights, and means to solicit information from parents in regard to need and inputs (parental surveys). | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 - Title I Part A | Certified Staff, Administrators, Classified Staff |

| Activity - Parent Programs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| The school will host Lunch and Learns for parents/families based on parent feedback. Parents will come to receive information or training and discuss strategies to better support their child's needs. We also have several family nights. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$2869 - Title I Part A | Principal, Assistant Principal, Instructional Coaches, Teachers |

| Activity - Parental Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| The Principal works closely with PTA to support activities and promote activities. The principal includes PTA events on the monthly calendar in the newsletter home to parents. The principal meets regularly with PTA parents as they support our students on a daily basis in the classroom. Parents also sit on the SBDM board and provide feedback on school wide items. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Principal |

| Activity - Technology Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|-------------------|
| Wheatley has a district provided website that provides the same information as the Parent newsletter. We also use forms of social media to communicate with parents who are subscribed to that support. | Parent Involvement | 01/01/2017 | 12/31/2017 | \$1200 - General Fund | Principal and STC |

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.

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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 percentage of students scoring proficient or higher in Writing to 59% by 2019 as measured by Unbridled Learning Accountability Model.

Measurable Objective 1:

42% of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by the Unbridled Learning Accountability System.

Strategy1:

Student Feedback/Progress Monitoring - Administration and teachers collaboratively meet to discuss student growth and plan next steps.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - Celebrations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|-------------------------|-----------------------------------|
| Student progress and growth in writing will be celebrated throughout the year with certificates and recognition. | Extra Curricular | 01/01/2017 | 12/31/2017 | \$300 - General Fund | Principal and Assistant Principal |

| Activity - Live Scoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will provide students with a writing prompt, an example of an exemplary sample, and scoring rubric. Students will write to the prompt. Teachers, administrators, and instructional coaches will provide students with immediate feedback in order for students to revise their writing prompt piece. Students will continue to revise and edit their piece in order to work towards the highest level on the rubric. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | 3rd-5th Grade Teachers, Administration, Instructional Coach |

Strategy2:

Meaningful Feedback - Teachers provide meaningful feedback to students on writing.

Category: Continuous Improvement

Research Cited: Brookhart, Culham

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| Activity - On Demand | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| 5th grade students take two On-Demand practice assessments in December and April to track student progress in writing. The On-demands are double scored by teachers, goal clarity coach, resource teacher, and administration and explicit and timely feedback provided to students on where to improve. | Direct Instruction | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | 5th Grade Teachers, Goal Clarity Coach, Resource Teacher, Administration |

Measurable Objective 2:

43% of Fifth grade students will demonstrate a proficiency in Writing Common Core Standards in English Language Arts by 10/01/2017 as measured by K-PREP.

Strategy1:

Writing Plan - Literacy Committee will work together to create a comprehensive writing plan for the school.

Category: Continuous Improvement

Research Cited: Calkins

| Activity - Writing Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| The school Literacy Committee will work together to develop a comprehensive writing plan for the school. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Staff |

Strategy2:

Professional Development - Professional development in writing is provided for teachers.

Category: Continuous Improvement

Research Cited: Carty, Benjamin

| Activity - Writing Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--------------------|
| Teachers will be provided with professional development over the writing process; in addition to support for incorporating writing across the curriculum. | Professional Learning | 01/01/2017 | 12/31/2017 | \$500 - General Fund | Certified Teachers |

Strategy3:

Writing Stars Program - Monthly school wide writing prompt.

Category: Learning Systems

Research Cited: Culham

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| Activity - Writing Stars | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Students from kindergarten through fifth grade will be provided a similar writing prompt that they will write to each month. The writing prompt will be scored using a rubric. Students that score on the high end of the rubric will have their writing displayed on the "Writing Stars" bulletin board. Those students will also have an opportunity to receive a certificate and read their pieces to their peers as well as family. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$300 - General Fund | Resource Teacher, Goal Clarity Coach, Teachers |

Strategy4:

Writing Collaboration - Teachers collaborate with one another to ensure student success.

Category: Continuous Improvement

Research Cited: Friend, Erwin

| Activity - Cross-curricular Writing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will integrate writing as a means to increase student's ability to communicate and explain their thinking across all subject matter. | Academic Support Program | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Teachers |

| Activity - PLC's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teacher will meet in horizontal and vertical teams to analyze student writing to inform their instruction and adjust their instruction accordingly. | Professional Learning | 01/01/2017 | 12/31/2017 | \$0 - No Funding Required | Certified Teachers, Goal Clarity Coach |

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?

Wheatley Elementary School has 399 students in grades Pre-K-5. Wheatley is located in the California neighborhood beside California Park in the western part of downtown Louisville, KY. We are in close proximity to St. Stephen Church, the largest African American Church in Louisville. Our student population at Wheatley consists of 4% white, 86% African American, 7% Hispanic, 3% Two or More and <1% Asian. 48% of students are male and 52% of students are female. 13.5% of students receive special education services and 18% of our students are classified as Limited English Proficiency. Wheatley is a Title 1 school. All teachers are certified in their content area and are considered Highly Qualified. The average years for teaching experience is 7.6 years. So, we have a relatively young teaching staff in terms of years in the profession as compared to 10.9 years of experience to the district and 11.8 to the state, according to 2015-2015 School Report Card. The students at Wheatley are comprised of a diverse population which includes students in the English Language Learners program who speak Arabic, Karen, Kizigua, Mai Mai,, Somali and Spanish.

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.

Mission

We pledge to work collaboratively to provide intentional, high-quality instruction in order to educate and prepare our students to compete and contribute to society throughout life.

Vision

Each student at Phillis Wheatley will be reading on grade level upon the completion of third grade and will be at or above grade level in all core subjects upon entry into middle school.

Shared Beliefs - "We Believe..."

1. We have to develop a community of self-sufficient learners.
2. We have to work to positively develop our student's intellectual, social/emotional, physical, and moral well-being.
3. We have to work together to create and sustain a positive, safe school community that is conducive to learning.
4. We have to work together to plan and implement high quality instruction based on content standards.
5. We have to assess student learning daily and differentiate instruction based on data in order to meet the varying needs of students.
6. Learning is a life-long process and we must model this to our students by continuing to seek out opportunities to grow personally and professionally.
7. We must include families and the community and communicate to them the progress and needs of our students.
8. Each student has the ability to learn and we must guide them in reaching their full potential.

School Creed

Our students state our Wheatley Creed each morning which places emphasis on 4 areas: Respect for self and others, Organization/preparedness, Attentiveness/engagement, and Responsibility for our actions. Students are reminded by adults throughout the day to R.O.A.R.

Our school slogan: We are "A Community of Learners Committed to Excellence!"

Wheatley Elementary is a participant of the Redesign Program which provides small class sizes and a full-time on-site nurse. We also are a Math, Science, Technology magnet school. We utilize the Engineering is Elementary curriculum and robotics as a part of our STEM components. Our teachers work to differentiate instruction to meet the needs of every student and participate in Professional Learning Communities weekly where individual student achievement is discussed. Our students participate in morning meetings daily that place emphasis on character development, as well as utilize the Second Steps curriculum for social/emotional learning. We participate in a school wide morning meeting monthly, in which the whole school meets and we go through activities based on our character theme for the month. We offer workshops and after school activities that involve our parents and students such as Lunch and Learn and Family Nights for literacy and math. These are just a few of the offerings that we provide at Wheatley.

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.

Over the next three years, we will gain a deeper understanding of English/Language Arts and Mathematics standards, which will enhance instruction and lead to higher student achievement by identifying essential standards and deconstructing those standards into student friendly learning targets. Teachers will work in professional learning communities to develop assessment and design lessons to help students master the identified essential learning.

Additional support and professional development will be provided to staff to increase the awareness of differentiating instruction, modifications, and accommodations in order to support our students in special populations.

Additional Information

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

Wheatley has established community relationships with the following:

- There are several relatives of students that volunteer within the school in various capacities.
- Grandparents program - classroom "Grannies" that work with teachers and students within the classroom setting.
- Every 1 Reads volunteers (Brown Foreman friends)
- Louisville Metro Parks and Recreation providing tennis lesson
- California Community Center (Tennis)
- YMCA/Wheatley summer learning program
- University of Louisville School of Engineering - Engineering is Elementary curriculum/STEM lab
- Louisville Urban League (Street Academy)
- Bellarmine University (Bellarmine Literacy Project)
- University of Louisville Athletics (Louie's Fit Friends)
- St. Stephen Baptist Church (adopt classrooms)
- Bounce Coalition (Adverse Childhood Experience Awareness and Resiliency Training)