



Comprehensive School Improvement Plan

Whitley Central Intermediate School
Whitley County

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 Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019. 40

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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.		School Equity Data

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.

The 2015-2016 School Report Card indicated that of the 475 students enrolled, .029% were minority students and 78.5% of students qualified for free or reduced lunch. There was only one student identified as an English Language Learner and 21.7% were identified as students with disabilities. WCIS had no KTIP teachers, new teachers, emergency certified teachers, or teachers teaching out-of-field. 12% of teachers at WCIS had 1-3 years teaching experience, while 88% had 4 or more years of teaching experience and employed 1 principal with 0-3 years of experience. 88% of teachers at WCIS held advanced degrees during the 2015-2016 school year.

After reviewing this data, two trends were identified. There was an increase in the percentage of students with disabilities and that there is a significant amount of teachers employed at WCIS with 4 or more years of experience.

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.

Special education populations have grown to 21.7% of the total student populations. Root causes to this increase are the improvements in both the response to intervention program and the comprehensive special education evaluation process. General educators have refined the manner in which they use data to differentiate instruction within the classroom setting resulting in more appropriate referrals for special education evaluation. Additionally, special education evaluations have become more comprehensive in scope and have been able to identify eligible student more frequently.

Another trend identified from this data is that only 12% of our teachers have 1-3 years of teaching experience, while 88% of our teachers have 4 or more years of teaching experience. Students can benefit from having teachers who are more experienced because there is less of a learning curve for experienced teachers, teachers who have been working in the education field have more experience disaggregating data and identifying barriers to learning. Once those barriers are identified experienced teachers are able to draw from their repertoire of

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resources to accommodate students by helping them reach their fullest potential. Also, once teachers are tenured the faculty becomes more stable, reducing the likelihood for excess turnover.

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

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

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

OR

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

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

Goal 1:

To ensure that teachers have an appropriate level of influence on decision making in the school, Tell Survey Question 6.5 will increase from 75.8% to 77%.

Measurable Objective 1:

collaborate to ensure a 77 percent or above overall rating by 05/10/2017 as measured by TELL Survey that our school is a good place to work and learn, allowing all stakeholders to feel they have an agreeable amount of influence on decision making..

Strategy1:

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

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address any low scoring areas.

Category: Continuous Improvement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal and other certified educators in our school will meet to evaluate and minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices. We want to utilize all instructional and planning time in the most effective/efficient way possible.	Other - Time Efficiency Management	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers, Principal, other Certified Educators

Goal 2:

The school will hire and retain highly qualified educators.

Measurable Objective 1:

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

Strategy1:

Ensure teachers are highly qualified - The school SBDM uses the practice of hiring highly qualified applicants. The council feels that it is necessary for a teacher to have completed the student teaching program prior to entering the classroom.

Category:

Research Cited:

Activity - Ensure teachers are highly qualified	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SBDM uses the practice of hiring highly qualified applicants. The council feels that it is necessary for a teacher to have completed the student teaching program prior to entering the classroom.	Policy and Process	08/12/2016	05/10/2017	\$0 - No Funding Required	Principal.

Strategy2:

Recruit highly qualified teachers. - Work with local colleges University of the Cumberland and Eastern Kentucky University to allow student teachers to come in and complete their student teaching. This allows the building administrator to see firsthand the capabilities of the applicant.

Category:

Research Cited:

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Activity - Recruit highly qualified teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with local colleges University of the Cumberlands and Eastern Kentucky University to allow student teachers to come in and complete their student teaching. This allows the building administrator to see firsthand the capabilities of the applicant.	Policy and Process	08/12/2016	05/10/2017	\$0 - No Funding Required	Principal.

Goal 3:

Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

Measurable Objective 1:

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2016 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

Strategy1:

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Research Cited:

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/12/2016	05/10/2017	\$2000 - Title I Schoolwide	Principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Susan Brashear, Principal

3rd Grade Lead Teacher, Jodie Gambrell

4th Grade Lead Teacher, Cindy Moses

5th Grade Lead Teacher, Melissia Douglas

6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Wilma Grubb

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

Title I Math Instructor, Connie Reeves

Title I Reading Instructor, Angela McCullah

Early Intervention Reading Educator, Jennifer Meadors

Math Intervention Teacher, Elizabeth Kidd

Site Based Decision Making Council Members: Elizabeth Kidd (MIT Teacher), Michael Johnson (teacher), Bryan Stewart (teacher), Stephanie Jones (parent), Rena Rose (parent)

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

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

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

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

Communications

Overall Rating: 3.14

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

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

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

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees 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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.17

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

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

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

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

Whitley Central Intermediate School's Areas of strength are Relationship Building, Advocacy, Learning Opportunities, and Community Partnerships.

Actions that we will continue to implement to sustain these areas of strength are as follows:

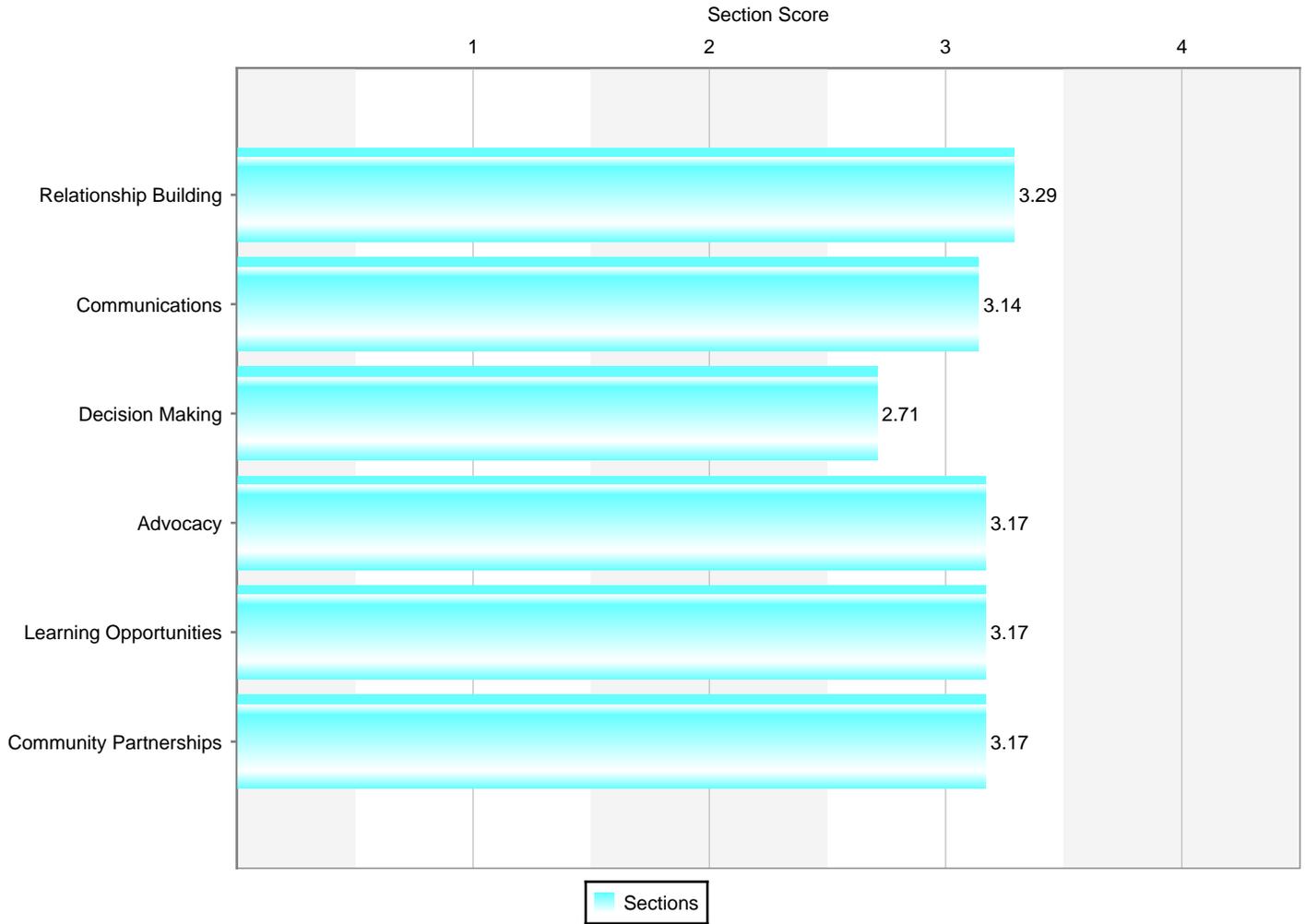
We will continue to build relationships with parents and community members by inviting them to our school functions such as Family Reading and Math Nights, Bizarre & Festivals, student performances, parent/teacher conferences, and open houses. We will promote parent and community stakeholder participation by implementing school and district improvement activities, student acknowledgement and celebrations, faculty/staff acknowledgements, monthly SBDM and PTA meetings, weekly newsletters home, daily communication logs between teacher and parents. We will continue to inform the community of events and recognitions through the Whitley District Ed News. We will use our One Call system to provide information to parents and community members about events that take place in our school. Our Family Resource will continue to send out a needs survey to families to identify needs and barriers to academic success. School staff will continue to encourage parents and guardians to participate actively in student led conferences and other two way communications about their child's individual learning needs. School staff will continue to ensure that parents and community members are well informed about how to access educational advocates in our Admission and Release Committee Meetings. We have numerous businesses and community members that our school uses as educational resources. We will continue to partner with these organizations to enhance the quality of our students' education.

Areas of need are in Decision Making. Actions that will be taken to support this area of need are as follows:

School staff will offer parents opportunities at least once a semester to discuss achievement issues and assessment data. School staff will develop and distribute an online survey for parents asking for their input which will then be used to plan school improvement efforts. Our school will work to increase parent participation in SBDM Parent Elections through various modes on communication such as One Call, posting on the school website, radio announcements, and letters home with students. We will also try to schedule elections of SBDM parent elections during parent- teacher conferences or other events to increase the number of parents voting in SBDM parent elections. We will share council minutes to the Parent Teacher Organization which will in turn be given to members of the PTO. Council minutes will also be posted in an obvious location in the school to inform more stakeholders of the decision making process.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our parent involvement. Parent/family volunteers follow guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents/guardians of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students to provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, One Call, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by secret ballot by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley Central Intermediate School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

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

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs

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- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last T of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

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

The SBDM counsel parent members Rena Rose and Stephanie Jones were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Rena Rose works at Bell Whitley Community Action. Stephanie Jones is a physical education teacher at Whitley Central Primary. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

WCCP & WCIS Stakeholders

Susan Brashear, Whitley Central Intermediate Principal

Brandon Anderson, Whitley Central Primary Principal

Charlotte Barnett, FRYSC Director Whitley Central Primary

Wilma Grubb, FRYSC Assistant Whitley Central Intermediate

Joy Begley, WCCP Save the Children Program Coordinator

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Tonya Frazier, WCCP Save the Children Program Coordinator

PLC Leaders

Vicky Walden--Kindergarten

Lisa Sweet--First Grade

Michelle Shelley -Second Grade

Jody Gambrell- Third Grade

Kelly Clemens- Fourth Grade

Melissia Douglas- Fifth Grade

Kim Lake- Sixth Grade

Mike Johnson - Special Education

WCCP Program Review Leaders

Lisa Sweet--Program Review Executive

Lisa Sweet--K-3 Program Review

Michelle Shelley--Writing Program Review

Stephanie Jones - PLCS & PLCS Program Review

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

Teresa Brock - World Language

WCIS Program Review Leaders

Connie Reeves--K-3 Program Review

Jennifer Meadors--Writing Program Review

Brian Stewart - PLCS & PLCS Program Review

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

Cindy Moses - World Language

WCCP Site-Based Decision Making Council

Brandon Anderson, Principal

Stephanie Jones, Teacher

Chris Angel, Teacher

Jamie Bowman, Teacher

Judy Petrey, Parent Representative

Shanna Doan, Parent Representative

Clara Hubbard, WCCP PTO President

Sherri Stanek, WCCP PTO Treasurer

WCIS Site-Based Decision Making Council

Susan Brashear, Principal

Mike Johnson, Teacher

Brian Stewart, Teacher

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Elizabeth Kidd, Teacher

Rena Rose, Parent Representative

Stephanie Jones, Parent Representative

Leeann Kersey, WCCP PTO President

Jennifer Siler, WCCP PTO Treasurer

District Support Staff:

Paula Rickett, Chief Academic Officer

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and CIITS Contact

Ruth Osborne, District Science Coach and G/T Coordinator

Laurel Bowlin, District Writing Coach

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

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The purpose of the data analysis is to determine both strengths and areas of opportunity at each grade level. Once we have identified these areas for improvement in each grade level and subject we are then able to target those areas to improve our instructional techniques for that specific grade and subject.

1. Look for the Big Picture

We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help us identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities.

2. Examine Team-Level Data

Teams use various assessments, such as MAPS, to monitor student comprehension and achievement. We look for categories of weakness and identify individual objectives; these are "intensive care" objectives. We have created a data wall with MAP scores for each classroom displayed in color to make it easy to see areas of concern. The data on this wall is used to refer to continually to spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade levels. Once we have identified areas of need by standards, we specialize instruction to target those areas.

3. Review the Data

Each teacher receives a copy of the testing report for his or her own classes and a copy of the benchmark report showing the results for the entire grade level from the KPREP results. Each teacher uses the reports to examine his or her students' performance and compares it to the overall grade level average.

4. Non-Academic Data

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

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions.
- Attendance plays a vital role in student performance. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.
- Counseling is an asset our school utilizes to meet student needs. Teachers, administrators, and often times parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem.

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?

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, language arts, mathematics, science, social studies and writing. Each grade's demographic groups' performance levels are displayed by gender, ethnicity, Free/Reduced-Price, and disability. At WCIS, we focus on the basic skills of reading, writing, and math to build the students' foundations for future success. Therefore, we analyze WCIS grades 3rd through 6th grade reading and math data to help determine the effectiveness of our instruction. The following were the WCIS 3-6 areas of strength.

Reading:

Grade 3 - Reduced the percentage of novice in reading from 18.2% to 12.9%. Increased the percentage of proficient/distinguished from 55.6% to 58.3%. WCIS 3rd grade has fewer percent novice scores than the state or the district average.

Grade 4 - Decreased the percentage of apprentice from 22.0% to 21.2% and increased the percentage of proficient from 39.0% to 44.4%. 4th grade at WCIS still maintains a higher percentage of proficient/distinguished than the state or district average.

Grade 5 - Reduced the percentage of novice from 13.5% to 9.4% and reduced the percentage of apprentice from 19.8% to 18.9%. The fifth grade also increased their percentage of proficient from 39.7% to 47.2%. They also increased their percentage of proficient/distinguished from 66.7% to 71.7%. 5th grade has fewer percentage of novice in reading than the district or the state average. They also have a higher percentage of proficient/distinguished than the district or the state average.

Grade 6 - Reduced the percentage of novice in reading from 12.1% to 10.8%. This is fewer novice than both the district and the state average.

In categorical growth our school maintains a higher reading percentage than the district or the state. The reading percentage making typical or higher annual growth for WCIS was 73.2% while the district was 72% and state was 63.3%.

Math:

Grade 5 - Reduced the percentage of novice in math from 7.1% to 3.8% and decreasing the percentage of apprentice from 31.7% to 28.3%. They increased the percentage of proficient from 39.7% to 44.3% and also increased the percentage of proficient/distinguished from 61.1% to 67.9%. This is fewer percent novice than the district or the state. It is also higher percent proficient/distinguished than the district or the state.

Grade 6 - Reduced the percentage of novice from 9.3% to 5.8% and increased the percentage of distinguished from 20.6% to 29.2%. They also increased their percentage of proficient/distinguished from 61.7% to 63.3%. This percentage of novice is lower than district and state average and percent of proficient/distinguished is higher than district or state averages.

making typical or higher annual growth for WCIS was 6% while the district was 72% and state was 63.3%.

The data/information does not identify areas of need according to common core standards. The data does not identify the questions on which the students scored poorly. We do not have access to the test or item analysis of the questions. Therefore, we can't determine whether the test items were confusing or poorly worded. The data doesn't identify an individual teachers' students' scores.

WCIS also focuses our data analysis on Measurement of Academic Progress (MAP) data. MAP supports our efforts to maximize student learning in grades 3-6. MAP creates a personalized assessment experienced by adapting to each student's learning level. It gives assessment data and essential information about what each of our students know and is ready to learn.

The following were the MAP Fall 2016 assessment scores for WCIS grades 3-6 reading performance levels of the 435 students tested: 20.6% novice, 34.9% apprentice, 25% proficient, 18.8% distinguished. The data shows that 44.3% of the students in grade 3-6 were proficient/distinguished in reading. The data shows that 55.5% of the in students grade 3-6 were apprentice/novice in reading.

The following were the MAP Fall 2016 assessment for WCIS grades 3-6 math performance levels of the 440 students tested: 22% novice, 44% apprentice, 22% proficient, 12% distinguished. The data shows that 34% of the students in grade 3-6 were proficient/distinguished in math. The data shows that 66% of the students in grade 3-6 were apprentice/novice in math.

Opportunities for Improvement

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

According to test data, our largest areas for improvement are in writing and third and fourth grade reading and math.

In fifth grade 32.1% of students scored proficient in writing and 4.7% of students scored distinguished in writing. This is a lower percentage of novice than both the district and the state, but it is also a lower percentage of proficient/distinguished than both the state and district.

In sixth grade 43.3% of students scored proficient in writing and 7.5% of students scored distinguished in writing. This is lower percentage of novice than both district and state as well as above state average of proficient/distinguished. It is lower than district average of proficient/distinguished.

In third grade reading 58.3% of students scored proficient/distinguished in reading while this is an improvement from last year, we still want to focus on the fact that we have almost the same percentage of students scoring apprentice and proficient. 28.8% of third grade students scored apprentice in reading and 27.3% of third grade students scored proficient in reading. We want to move a significant amount of those students scoring apprentice to the proficient category.

In third grade math the percentage of students scoring novice increased from 7.0% to 12.9% and the percentage of proficient/distinguished decreased from 72% to 50.8%. Third grade has almost the same percentage of students scoring apprentice and proficient in math. 36.4% of third grade students scored apprentice in math and 34.1% of third grade students scored proficient in math. We want to move a significant amount of those students scoring apprentice to the proficient category.

In fourth grade reading the percentage of novice increased from 7.0% to 12.1% and the percentage of proficient/distinguished decreased from 71.0% to 66.7%.

In fourth grade math the percentage of novice increased from 7.0% to 8.1% and the percentage of proficient/distinguished decreased from 72.0% to 57.6%.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teacher are participated in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC).

These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy and math-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. The Title I reading collaborates weekly with the fifth grade teachers and works with the fifth grade students weekly in writing. 5th and 6th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To help us improve on our reading and math scores, we analyze our MAP data and target students for small group tutoring sessions in the morning. These students then receive small group instruction for 45 minutes in the morning by grade level. We analyze mid-year MAP data again in December to measure progress made during the year. We will also continue our yearly flooding sessions this year in fourth grade.

For the last thirty minutes of the day, students are divided into small groups to work on reading and math curriculum.

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To further differentiate reading instruction, our school is using the reading series, Houghton Mifflin Journeys, that covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students. Teachers are also teaching reading in small leveled focus groups to offer students more individualized instruction in reading based on student need. Teachers are also using a program called IXL. This computer based program offers students individualized lessons in language arts. The students work at their own individual pace and level as they work through the language arts curriculum. The program creates reports for the teacher to show students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

To encourage students to read and go beyond their Accelerated Reader goals, our school offers reading incentives that will build students' reading levels and boost comprehension. If students meet or surpass their yearly AR goals, one of their rewards is an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires students to become lifelong readers.

Our school also administers grade level common assessments. The data from these assessments allows teachers to monitor students' progress. The common assessment results allows teachers to monitor item analysis and student performance. Teachers use this data to drive classroom instruction.

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

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulatives that the teachers use daily in their classrooms. The series provides communication resources that help notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning. Teachers are also teaching math in small leveled focus groups to offer students more individualized instruction in math based on student need. Teachers are also using a program called IXL. This computer based program offers students individualized lessons in math. The students work at their own individual pace and level as they work through the math curriculum. The program creates reports for the teacher to show students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

Plans for Improvement

All grade levels meet in Professional Learning Communities (PLC) bi-weekly. In these meetings team leaders ask the teachers to review weekly assessments and work together to decide how to revise their instruction for specific areas of need. Team leaders help by suggesting some of the following additional strategies for revising instruction.

- differentiate math/reading groups during learning centers
- incorporate more math during center activities
- offer more incentives for math/reading goals
- Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments
- Group students based on common strengths and weaknesses. Teachers can identify students who share common strengths and

weaknesses and group them together for instruction. For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.

-Examine student work - Structure a team session so teachers can look at the results of a lesson. Teachers can share ideas about the reasons for success or lack of success of that lesson.

Conclusion

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

The next step in addressing areas of concern are to monitor the progress of the programs as we implement them. We will use the results from district assessments to determine areas where efforts can be better focused. Teachers will use various strategies, common assessments, and AIMS Web to monitor student progress.

Students that have not shown progress through various tracking assessments will then be referred for morning school tutoring sessions. The students identified for tutoring will receive small group instruction in areas where they score below proficient. We will identify our areas of weakness and find resources that address those areas. Teachers will continue to meet in PLC meetings and share ideas and strategies that will promote continuous improvement. We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

We will continue to request assistance from district academic coaches for resources and support to strengthen instruction and useful resources. District coaches will observe and assist with small group instruction as well as offer ideas and resources that will increase student growth.

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

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

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019.	Objectives: 1 Strategies: 7 Activities: 10	Organizational	\$869048
2	Increase the averaged combined reading and math K-Prep scores for elementary school students from 62.7% in 2016 to 79.4% in 2019.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$0
3	Increase On Demand Writing percentage of Prof/Dist Scores from 43.8% to 49% on KPREP.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
5	The percentage of students scoring novice in math will decrease by 50% by 2020	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$2400
6	The percentage of students scoring novice in reading will decrease by 50% by 2020	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$2400

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 58.7% to 67.6% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

Progress Monitoring - Teachers and principal will meet periodically to review student performance data from MAP, STAR, KPREP, and weekly assessments to monitor students' instructional needs and performance. Grade level teachers will meet in professional learning communities to analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers, Principal, SBDM Council

Strategy 2:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers

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Strategy 3:

Response to Intervention - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers and principal

Strategy 4:

Teacher Collaboration - Grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers and principal

Strategy 5:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, Read to Achieve services, Math Intervention services, Morning tutoring, and Title I reading and math services.

Category: Continuous Improvement

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	08/15/2016	05/10/2017	\$835000	Grant Funds	classroom teachers, RTA and MIT teachers, and principal

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Strategy 6:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Flocabulary. Teachers can also access mobile I Pad, Chrome books, and Laptops to use as a resource in their classrooms.	Technology	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers and principal

Strategy 7:

Community/School Collaboration - A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience..

Category: Stakeholder Engagement

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver.	Community Engagement	08/15/2016	05/10/2017	\$31648	FRYSC	Family Resource Coordinator, teachers, and principal

Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/15/2016	05/10/2017	\$0	No Funding Required	district personnel and principal

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Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting.	Community Engagement	09/01/2016	04/01/2017	\$2400	Title I Part A	Read to Achieve/Math Intervention teachers, FRC Coordinator, and principal

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary school students from 62.7% in 2016 to 79.4% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 62.7% to 71.2% by 06/30/2017 as measured by KPREP delivery targets..

Strategy 1:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance. Teachers and principal will meet periodically referring to data wall to discuss student performance and changes that need to be made for each student.	Policy and Process	08/15/2016	05/10/2017	\$0	No Funding Required	Classroom teachers, Special Education teachers, Principal, SBDM Council

Strategy 2:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

Activity - Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/15/2016	05/10/2017	\$0	No Funding Required	All teachers and principal
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Strategy 3:

Specialized Math Group - Students will be placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Flooding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2017	05/01/2017	\$0	No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Activity - Morning Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive morning tutoring three days a week for thirty-five minutes before school. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling.	Academic Support Program	08/22/2016	05/10/2017	\$0	No Funding Required	classroom teachers, Teresa Lawson, B.J. Shriner, Brenda Johnson, and principal

Strategy 4:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading. Students in third grade who qualify will receive services from the Read to Achieve teacher. Fourth through sixth grade students who qualify will receive Title I reading services.

Category: Continuous Improvement

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	classroom teachers and principal
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Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	Classroom teachers, Jennifer Meadors, Angela McCullah, and principal

Strategy 5:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal

Goal 3: Increase On Demand Writing percentage of Prof/Dist Scores from 43.8% to 49% on KPREP.

Measurable Objective 1:

A 100% increase of Fifth and Sixth grade students will demonstrate a proficiency in improving writing performance (targeting novice and apprentice population) by increasing writing opportunities and incorporating writing across the curriculum. in Writing by 05/31/2017 as measured by KPREP results (2016-2017).

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Strategy 1:

Integrate Authentic Writing Opportunities - Students will have increased opportunities to practice responding to authentic writing topics across the curriculum that are intentionally planned. Teachers will use exemplary writing models to encourage students to demonstrate characteristics of rigorous work in instructional lessons.

Category: Other - Direct Instruction

Research Cited: Common Core standards

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th and 6th grade classroom teachers will work collaboratively to design KPREP like writing opportunities. This will allow students to demonstrate understanding of the various forms of writing situations, thus allowing teachers to analyze students' writing samples and provide specific feedback in a timely manner.	Direct Instruction	08/15/2016	05/10/2017	\$0	No Funding Required	Teachers

Activity - Incorporate consistent orgazational writing techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th and 6th grade classroom teachers, as well as special education teachers, will work collaboratively to implement consistent organizational methods of writing with their students. This consistency will increase students' abilities to demonstrate stronger idea development	Direct Instruction	08/15/2016	05/10/2017	\$0	No Funding Required	teachers

Goal 4: Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

Measurable Objective 1:

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2016 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

Strategy 1:

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/12/2016	05/10/2017	\$2000	Title I Schoolwide	Principal

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card..

Strategy 1:

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

Category: Continuous Improvement

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0	No Funding Required	teacher, principal, MIT teacher, Title I Math teacher

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, MIT teacher, Title I Math teacher, principal

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	classroom teachers, MIT teacher, Title I Math teacher, principal

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, MIT teacher, Title I math teacher, principal

Strategy 2:

Math Instructional Initiatives - Students will benefit from differentiation of math instruction in small group setting based on student need. Teacher will use IXL, Study Island, Envision Math, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, principal

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400	Title I Part A	MIT teacher, classroom teachers, FRC coordinator, principal

Strategy 3:

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

Category: Continuous Improvement

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Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review and adhere to highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council and District Administration
Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principals
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Curriculum Personnel, and Principals
Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council, District Administrators

Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy 1:

Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Activity - MAP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal
Activity - Rockin Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0	Grant Funds	teachers, STC coordinator, principal
Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400	Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal
Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

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Activity - Save the Children	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0	Grant Funds	teachers, STC coordinator, principal
Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal
Activity - AR Point Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0	Other	teachers, principal, PTO
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0	Grant Funds	teachers, principal

Strategy 2:

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

Category: Continuous Improvement

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal

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Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0	No Funding Required	teachers and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0	No Funding Required	teachers, principal

Strategy 3:

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

Category: Continuous Improvement

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

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principal

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council, District Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Resource Center	The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver.	Community Engagement	08/15/2016	05/10/2017	\$31648	Family Resource Coordinator, teachers, and principal
Total					\$31648	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal
Family Math and Reading Night	WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting.	Community Engagement	09/01/2016	04/01/2017	\$2400	Read to Achieve/Math Intervention teachers, FRC Coordinator, and principal

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Family Math Night	The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400	MIT teacher, classroom teachers, FRC coordinator, principal
Total					\$7200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hold monthly Family Math and Reading Nights	Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/12/2016	05/10/2017	\$2000	Principal
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AR Point Club	Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, principal, PTO
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, principal

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RTA and MIT	RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	08/15/2016	05/10/2017	\$835000	classroom teachers, RTA and MIT teachers, and principal
Rockin Readers	Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, STC coordinator, principal
Save the Children	To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, STC coordinator, principal
Total					\$835000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.	Academic Support Program	08/15/2016	05/10/2017	\$0	Teachers and principal
Analyze Data	Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/15/2016	05/10/2017	\$0	Teachers, Principal, SBDM Council

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Houghton Mifflin Harcourt Series	Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0	Paula Rickett, Kim Creekmore and Principal
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Principals, SBDM Council, District Administrators
Math Software	Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/15/2016	05/10/2017	\$0	All teachers and principal
Supplementary Mathematics Curriculum	Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, MIT teacher, Title I Math teacher, principal
Daily Oral Language	Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/15/2016	05/10/2017	\$0	Teachers
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Principals, SBDM Council, District Administrators
Flooding	Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2017	05/01/2017	\$0	classroom teachers, special education teachers, enrichment teachers, principal

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STAR Reading	The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, principal, PLC teams, RTA teacher, Title I reading teacher
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2016	06/30/2017	\$0	Principals
MAP Math	Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, principal
Internal Program Review Committee	A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal
Aligned and Rigorous Mathematics Curriculum taught with fidelity	All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0	teacher, principal, MIT teacher, Title I Math teacher
Morning Tutoring	Students have the opportunity to receive morning tutoring three days a week for thirty-five minutes before school. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling.	Academic Support Program	08/22/2016	05/10/2017	\$0	classroom teachers, Teresa Lawson, B.J. Shriner, Brenda Johnson, and principal
Response to Intervention	Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal

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Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0	teachers, principal
Highly Qualified Status	Principals, SBDM Council and district level administration will review and adhere to highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, SBDM Council and District Administration
Curriculum Development	Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	08/15/2016	05/10/2017	\$0	Teachers and principal
Response to Intervention Math	Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers, principal
Literacy Intervention Programs	RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.	Academic Support Program	08/15/2016	05/10/2017	\$0	Classroom teachers, Jennifer Meadors, Angela McCullah, and principal
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2016	06/30/2017	\$0	Principal
Incorporate consistent organizational writing techniques	5th and 6th grade classroom teachers, as well as special education teachers, will work collaboratively to implement consistent organizational methods of writing with their students. This consistency will increase students' abilities to demonstrate stronger idea development	Direct Instruction	08/15/2016	05/10/2017	\$0	teachers

Comprehensive School Improvement Plan

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Literacy Centers	Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal
On-Demand Writing Scrimmages	5th and 6th grade classroom teachers will work collaboratively to design KPREP like writing opportunities. This will allow students to demonstrate understanding of the various forms of writing situations, thus allowing teachers to analyze students' writing samples and provide specific feedback in a timely manner.	Direct Instruction	08/15/2016	05/10/2017	\$0	Teachers
Professional Learning Communities	Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0	teachers, MIT teacher, Title I math teacher, principal
Reading Incentives	Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/15/2016	05/10/2017	\$0	classroom teachers and principal
Technology Resources	Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Flocabulary. Teachers can also access mobile I Pad, Chrome books, and Laptops to use as a resource in their classrooms.	Technology	08/15/2016	05/10/2017	\$0	Teachers and principal

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Parents as Volunteer Educators (PAVE)	The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/15/2016	05/10/2017	\$0	district personnel and principal
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0	Paula Rickett, District Curriculum Personnel, and Principals
Analyze Data	Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance. Teachers and principal will meet periodically referring to data wall to discuss student performance and changes that need to be made for each student.	Policy and Process	08/15/2016	05/10/2017	\$0	Classroom teachers, Special Education teachers, Principal, SBDM Council
Eng. Mechanics Text	Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/15/2016	05/10/2017	\$0	Teachers
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, District Administration and SBDM Council
MAP Reading	Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal
Differentiated Mathematics Instruction	Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0	classroom teachers, MIT teacher, Title I Math teacher, principal

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Differentiated Reading Instruction	Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0	teachers and principal
Total					\$0	

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	We conducted our needs assessment during the following: Early Release Day 10/26/16, PLC Team Leader meetings, and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Mandatory Professional Development Days are held at the beginning of the school year. PLC Team Leader meetings and School-wide PLC Team Meetings are held bi-weekly.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	This building contains only grades 3-6.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	We conducted our needs assessment during the following: Early Release Day 10/26/16 , PLC Team Leader meetings, and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Software was utilized to provide additional instruction for students experiencing difficulty mastering achievement standards.	

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

Comprehensive School Improvement Plan

Whitley Central Intermediate School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Munis Reports. SBDM Council minutes and District financial records are available for review.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	During fall & spring semesters Parent Night events, teachers & parents discuss student assessment results. We actively recruit parent members for our PTO and SBDM council. Parents are informed of school events and assessments through the one-call system, & district & school webpages. The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Involvement Policy.	

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

Comprehensive School Improvement Plan

Whitley Central Intermediate School

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Upon the release of school assessment results, our PLC Team Leaders and Team Members thoroughly analyze the data to make informed, strategic, and intentional instructional decisions. The CSIP is updated annual and it is reviewed at check points throughout the year by SBDM council and changes are made when necessary.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Based on student gap data and individual student disaggregated data, eligible students are identified.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We conducted our needs assessment during the following: Early Release Day 10/26/16 PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	We collaborate with Save the Children grant program, Math Achievement Fund grant program, and Read to Achieve program to integrate a wide variety of school planned activities. Students are provided access to: guest speakers, community stakeholders, community employers, and enrichment field trips. The school planned activities to coordinate and integrate with other federal, state, and local programs (Save The Children, Read to Achieve, Math Intervention).	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities (RTI monitored on AIMSweb, PLC meetings).	

Comprehensive School Improvement Plan

Whitley Central Intermediate School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities (RTI monitored on AIMSweb, PLC meetings).	

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

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	The school planned or developed strategies such as Family Reading & Math Night to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. Our policy provides a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards. We provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.	

Comprehensive School Improvement Plan

Whitley Central Intermediate School

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	For specific Professional Development (24 hours) and Flex Time (30 hours) opportunities offered, refer to sign-in documents on file with the school's Curriculum Coordinator and District Assitant Professional Development Coordinator.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	We conducted our needs assessment. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. The CSIP is reviewed by the SBDM Council.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	CSIP is located on the BOE home page: http://www.whitley.kyschools.us/Whitley_Board/centraloffice/plans.html	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	We conducted our needs assessment during the following: Early Release Day 10/26/16. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. At the beginning of the school year, there were three mandatory Professional Development Days offered.	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	The school scheduled non-instructional duties for paraeducators working with targeted students demonstrating that the duties are on a limited basis only.	

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:
Increase the averaged combined reading and math K-Prep scores for elementary school students from 62.7% in 2016 to 79.4% in 2019.

Measurable Objective 1:
collaborate to increase overall reading and math proficiency ratings for all students from 62.7% to 71.2% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:
Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance. Teachers and principal will meet periodically referring to data wall to discuss student performance and changes that need to be made for each student.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal, SBDM Council

Strategy2:
Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading. Students in third grade who qualify will receive services from the Read to Achieve teacher. Fourth through sixth grade students who qualify will receive Title I reading services.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers and principal

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Jennifer Meadors, Angela McCullah, and principal

Strategy3:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and asses the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy4:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

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Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	All teachers and principal

Strategy5:

Specialized Math Group - Students will be placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Morning Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive morning tutoring three days a week for thirty-five minutes before school. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling.	Academic Support Program	08/22/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, Teresa Lawson, B.J. Shriner, Brenda Johnson, and principal

Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2017	05/01/2017	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Goal 2:

Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

Measurable Objective 1:

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2017 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

Strategy1:

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Research Cited:

Comprehensive School Improvement Plan

Whitley Central Intermediate School

Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/12/2016	05/10/2017	\$2000 - Title I Schoolwide	Principal

Goal 3:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, District Curriculum Personnel, and Principals

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

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

Strategy2:

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

Comprehensive School Improvement Plan

Whitley Central Intermediate School

Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I math teacher, principal

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I Math teacher, principal

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, MIT teacher, Title I Math teacher, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teacher, principal, MIT teacher, Title I Math teacher

Comprehensive School Improvement Plan

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Strategy3:

Math Instructional Initiatives - Students will benefit from differentiation of math instruction in small group setting based on student need.

Teacher will use IXL, Study Island, Envision Math, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400 - Title I Part A	MIT teacher, classroom teachers, FRC coordinator, principal

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Goal 4:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Whitley Central Intermediate School

Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, principal

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

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Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0 - Other	teachers, principal, PTO

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Strategy2:

Aligned and Rigorous English/Language Arts Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous English/Language Arts curriculum. Their progress will be monitored by both formative and summative assessments as well as the STAR

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Reading Assessment. Teachers will meet weekly in PLCs to learn new teaching strategies, analyze data, and collaborate to plan instruction. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy3:

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

Category: Continuous Improvement

Research Cited:

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principal

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

Goal 1:
Increase the averaged combined reading and math K-Prep scores for elementary school students from 62.7% in 2016 to 79.4% in 2019.

Measurable Objective 1:
collaborate to increase overall reading and math proficiency ratings for all students from 62.7% to 71.2% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:
Math Software - Students and teachers will use/implement software with 3-6 grades.
Category: Continuous Improvement
Research Cited: Formative and Summative Assessments. End of year exit criteria.

Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	All teachers and principal

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Strategy2:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy3:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading. Students in third grade who qualify will receive services from the Read to Achieve teacher. Fourth through sixth grade students who qualify will receive Title I reading services.

Category: Continuous Improvement

Research Cited:

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers and principal

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Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Jennifer Meadors, Angela McCullah, and principal

Strategy4:

Specialized Math Group - Students will be placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2017	05/01/2017	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Activity - Morning Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive morning tutoring three days a week for thirty-five minutes before school. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling.	Academic Support Program	08/22/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, Teresa Lawson, B.J. Shriner, Brenda Johnson, and principal

Strategy5:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Research Cited:

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Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance. Teachers and principal will meet periodically referring to data wall to discuss student performance and changes that need to be made for each student.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal, SBDM Council

Goal 2:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, District Curriculum Personnel, and Principals

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

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

Strategy2:

SY 2016-2017

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Math Instructional Initiatives - Students will benefit from differentiation of math instruction in small group setting based on student need.

Teacher will use IXL, Study Island, Envision Math, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400 - Title I Part A	MIT teacher, classroom teachers, FRC coordinator, principal

Strategy3:

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

Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

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Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I Math teacher, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I math teacher, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teacher, principal, MIT teacher, Title I Math teacher

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, MIT teacher, Title I Math teacher, principal

Goal 3:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

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Strategy1:

Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0 - Other	teachers, principal, PTO

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, principal

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Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

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Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy3:

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

Category: Continuous Improvement

Research Cited:

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principal

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

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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from

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58.7% to 67.6% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Focus Group Implementation - Classroom teachers will analyze classroom performance, test grades, STAR, and MAP data to allow them to differentiate instruction based on student, need, ability and performance. This will allow teachers the opportunity to present instruction in a small group setting based on the level and need of each student.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design instruction based on student need and ability. Teachers will present math or reading instruction in a small group setting to allow more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of MAP, STAR, KPREP testing and classroom performance.	Academic Support Program	09/05/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Title Intervention teachers, Math Intervention teacher, Read to Achieve teacher, special education teacher, and principal

Strategy2:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Flocabulary. Teachers can also access mobile I Pad, Chrome books, and Laptops to use as a resource in their classrooms.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy3:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

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Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Strategy4:

Progress Monitoring - Teachers and principal will meet periodically to review student performance data from MAP, STAR, KPREP, and weekly assessments to monitor students' instructional needs and performance. Grade level teachers will meet in professional learning communities to analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers, Principal, SBDM Council

Strategy5:

Teacher Collaboration - Grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy6:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, Read to Achieve services, Math Intervention services, Morning tutoring, and Title I reading and math services.

Category: Continuous Improvement

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Research Cited:

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	08/15/2016	05/10/2017	\$835000 - Grant Funds	classroom teachers, RTA and MIT teachers, and principal

Strategy7:

Community/School Collaboration - A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience..

Category: Stakeholder Engagement

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver.	Community Engagement	08/15/2016	05/10/2017	\$31648 - FRYSC	Family Resource Coordinator, teachers, and principal

Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/15/2016	05/10/2017	\$0 - No Funding Required	district personnel and principal

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Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting.	Community Engagement	09/01/2016	04/01/2017	\$2400 - Title I Part A	Read to Achieve/Math Intervention teachers, FRC Coordinator, and principal

Strategy8:

Response to Intervention - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Goal 2:

Based on the TELL Survey results the school will attempt to increase the potential for parent involvement score from 86.7% to 87.2%.

Measurable Objective 1:

collaborate to provide more opportunities for parents to be involved in the educational process by 06/30/2017 as measured by PAVE volunteer hours donated, attendance at Family Math and Reading nights.

Strategy1:

Hold monthly Family Math and Reading Nights - Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.

Category:

Research Cited:

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Activity - Hold monthly Family Math and Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hold monthly Family Math and Reading Nights to encourage parents to come to the school and participate in the learning process with their children.	Parent Involvement	08/12/2016	05/10/2017	\$2000 - Title I Schoolwide	Principal

Goal 3:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, District Curriculum Personnel, and Principals

Strategy2:

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

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Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.

Category: Continuous Improvement

Research Cited:

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teacher, principal, MIT teacher, Title I Math teacher

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I Math teacher, principal

Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, MIT teacher, Title I Math teacher, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I math teacher, principal

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Strategy3:

Math Instructional Initiatives - Students will benefit from differentiation of math instruction in small group setting based on student need.

Teacher will use IXL, Study Island, Envision Math, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400 - Title I Part A	MIT teacher, classroom teachers, FRC coordinator, principal

Goal 4:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy1:

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Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0 - Other	teachers, principal, PTO

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

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Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Strategy3:

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

Category: Continuous Improvement

Research Cited:

SY 2016-2017

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

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 58.7% to 67.6% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Response to Interventiion - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Research Cited:

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy2:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Flocabulary. Teachers can also access mobile I Pad, Chrome books, and Laptops to use as a resource in their classrooms.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy3:

Focus Group Implementation - Classroom teachers will analyze classroom performance, test grades, STAR, and MAP data to allow them to differentiate instruction based on student, need, ability and performance. This will allow teachers the opportunity to present instruction in a small group setting based on the level and need of each student.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design instruction based on student need and ability. Teachers will present math or reading instruction in a small group setting to allow more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of MAP, STAR, KPREP testing and classroom performance.	Academic Support Program	09/05/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Title Intervention teachers, Math Intervention teacher, Read to Achieve teacher, special education teacher, and principal

Strategy4:

Progress Monitoring - Teachers and principal will meet periodically to review student performance data from MAP, STAR, KPREP, and weekly assessments to monitor students' instructional needs and performance. Grade level teachers will meet in professional learning

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communities to analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers, Principal, SBDM Council

Strategy5:

Community/School Collaboration - A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other to enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience..

Category: Stakeholder Engagement

Research Cited:

Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/15/2016	05/10/2017	\$0 - No Funding Required	district personnel and principal

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver.	Community Engagement	08/15/2016	05/10/2017	\$31648 - FRYSC	Family Resource Coordinator, teachers, and principal

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Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting.	Community Engagement	09/01/2016	04/01/2017	\$2400 - Title I Part A	Read to Achieve/Math Intervention teachers, FRC Coordinator, and principal

Strategy6:

Teacher Collaboration - Grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy7:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Strategy8:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and

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assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, Read to Achieve services, Math Intervention services, Morning tutoring, and Title I reading and math services.

Category: Continuous Improvement

Research Cited:

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	08/15/2016	05/10/2017	\$835000 - Grant Funds	classroom teachers, RTA and MIT teachers, and principal

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 62.7% in 2016 to 79.4% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 62.7% to 71.2% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Specialized Math Group - Students will placed in ability groups to receive small group instruction in math to reinforce common core content target.

Category: Continuous Improvement

Research Cited: Formative and Summative assessments. Title I recommendations.

Activity - Morning Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive morning tutoring three days a week for thirty-five minutes before school. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling.	Academic Support Program	08/22/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, Teresa Lawson, B.J. Shriner, Brenda Johnson, and principal

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Activity - Flooding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small group settings to work at grade level ability on specific math content for thirty minutes each day during a specified amount of time. Grade level teachers collaborate on planning instruction that will meet the intervention needs for each student in the groups.	Academic Support Program	02/01/2017	05/01/2017	\$0 - No Funding Required	classroom teachers, special education teachers, enrichment teachers, principal

Strategy2:

Progress Monitoring - Review student performance data relative to state, district, and school assessment systems. Teachers will meet during their grade level common planning time in PLC meetings to plan instruction, analyze data and student performance in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council will review student performance data to monitor progress. Teachers will hold grade level and cross grade level PLC meetings to plan and reflect on lessons and student performance. Teachers and principal will meet periodically referring to data wall to discuss student performance and changes that need to be made for each student.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal, SBDM Council

Strategy3:

Program Review - In internal program review will be conducted according to pre-established rubrics given to the school from KDE to ensure teachers are contributing to the instruction of all areas of study.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Program Review Committee is developed each year to monitor and assess the development and implementation of program review. The committee will meet weekly to review and submit evidence for the week. At the end of each school year all evidence is scored and submitted into the ASSIST program for district and state review. This process allows the school to identify any deficiencies in specified areas.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy4:

Math Software - Students and teachers will use/implement software with 3-6 grades.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments. End of year exit criteria.

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Activity - Math Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Study Island, Reflex Math, and IXL to work independently on grade level content specific areas based on MAP data.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	All teachers and principal

Strategy5:

Reading Initiatives - Students will be rewarded for different achievements in reading. Access to intervention teachers will also be offered for students who are struggling in reading. Students in third grade who qualify will receive services from the Read to Achieve teacher. Fourth through sixth grade students who qualify will receive Title I reading services.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and after-school programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Jennifer Meadors, Angela McCullah, and principal

Activity - Reading Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded for different reading accomplishments. Students earn AR points each six weeks. Those students earn recognition to be placed in different point clubs throughout the year. As students move from one point club to another they earn a t-shirt with their school name and point club on the front. Students' names are placed on various brag walls throughout the building to recognize those students for their accomplishment. Teachers also reward students with many various recognitions unique to their classrooms.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers and principal

Goal 3:

Increase On Demand Writing percentage of Prof/Dist Scores from 43.8% to 49% on KPREP.

Measurable Objective 1:

A 100% increase of Fifth and Sixth grade students will demonstrate a proficiency in improving writing performance (targeting novice and apprentice population) by increasing writing opportunities and incorporating writing across the curriculum. in Writing by 05/31/2017 as measured by KPREP results (2016-2017).

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Strategy1:

Integrate Authentic Writing Opportunities - Students will have increased opportunities to practice responding to authentic writing topics across the curriculum that are intentionally planned. Teachers will use exemplary writing models to encourage students to demonstrate characteristics of rigorous work in instructional lessons.

Category: Other - Direct Instruction

Research Cited: Common Core standards

Activity - Incorporate consistent organizational writing techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th and 6th grade classroom teachers, as well as special education teachers, will work collaboratively to implement consistent organizational methods of writing with their students. This consistency will increase students' abilities to demonstrate stronger idea development	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers

Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th and 6th grade classroom teachers will work collaboratively to design KPREP like writing opportunities. This will allow students to demonstrate understanding of the various forms of writing situations, thus allowing teachers to analyze students' writing samples and provide specific feedback in a timely manner.	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Goal 4:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card..

Strategy1:

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

Category: Continuous Improvement

Research Cited:

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Activity - Differentiated Mathematics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated math instruction in small intervention/enrichment groups based on student needs. The Go Math Intervention curriculum and activities will be used for Tier II and Tier III mathematics students. For enrichment, students will use Study Island, Reflex Math, IXL Math, and other math computer applications and programs.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	classroom teachers, MIT teacher, Title I Math teacher, principal

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will participate in weekly grade level PLCs and vertical team meetings for alignment of our mathematics instruction to the Kentucky Academic Mathematics Standards. Teachers will document standards taught on the KSCS Mathematics Placements, identify gaps in instruction from grade level to grade level, participate in math PD provided by the district mathematics consultant, and implement new strategies to improve student growth in mathematics.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teacher, principal, MIT teacher, Title I Math teacher

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative mathematics assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Mathematics Standards. Teachers will also meet in vertical team meetings to ensure alignment of the mathematics curriculum 3rd - 6th grade, identify gaps in mathematics instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I math teacher, principal

Activity - Supplementary Mathematics Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various math resources such as Study Island, IXL Math, Reflex Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math consultant to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, MIT teacher, Title I Math teacher, principal

Strategy2:

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

Category: Continuous Improvement

Research Cited:

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

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

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	08/09/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, District Curriculum Personnel, and Principals

Strategy3:

Math Instructional Initiatives - Students will benefit from differentiation of math instruction in small group setting based on student need.

Teacher will use IXL, Study Island, Envision Math, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

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Activity - Response to Intervention Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in math on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family math nights once every two months to increase parent involvement in the learning process. Family math night encourages parents & students to become lifelong learners. The school attracts families and students using monthly themes and different fun games and activities. Parents are informed of Family Math Night by notes home, One Call System, and on the school marquee. The school FRC coordinator collaborates in organizing monthly math nights.	Community Engagement	08/15/2016	05/10/2017	\$2400 - Title I Part A	MIT teacher, classroom teachers, FRC coordinator, principal

Goal 5:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy1:

Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal

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Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

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Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0 - Other	teachers, principal, PTO

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Strategy2:

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

Category: Continuous Improvement

Research Cited:

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy3:

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

Category: Continuous Improvement

Research Cited:

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

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principal

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 58.7% in 2016 to 76.9% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 58.7% to 67.6% by 06/30/2017 as measured by KPREP delivery targets..

Strategy1:

Reading and Math Initiatives - In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, Read to Achieve services, Math Intervention services, Morning tutoring, and Title I reading and math services.

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Category: Continuous Improvement

Research Cited:

Activity - RTA and MIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA and MIT teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Struggling students and gifted and talented students will be offered extended school services to focus on reading and math skills. Morning homework help sessions are also made available three days a week before school begins. Various teachers at WCIS attend monthly MDC and LDC training to create and implement enhanced lessons in reading and math. These teachers then come back and share lessons with other teachers at WCIS.	Academic Support Program	08/15/2016	05/10/2017	\$835000 - Grant Funds	classroom teachers, RTA and MIT teachers, and principal

Strategy2:

Community/School Collaboration - A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other to enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience..

Category: Stakeholder Engagement

Research Cited:

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC assists students and families. The FRC sponsors programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver.	Community Engagement	08/15/2016	05/10/2017	\$31648 - FRYSC	Family Resource Coordinator, teachers, and principal

Activity - Parents as Volunteer Educators (PAVE)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAVE Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip.	Community Engagement	08/15/2016	05/10/2017	\$0 - No Funding Required	district personnel and principal

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Activity - Family Math and Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting.	Community Engagement	09/01/2016	04/01/2017	\$2400 - Title I Part A	Read to Achieve/Math Intervention teachers, FRC Coordinator, and principal

Strategy3:

Technology - Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development.

Category: Integrated Methods for Learning

Research Cited:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, and Flocabulary. Teachers can also access mobile I Pad, Chrome books, and Laptops to use as a resource in their classrooms.	Technology	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Strategy4:

Focus Group Implementation - Classroom teachers will analyze classroom performance, test grades, STAR, and MAP data to allow them to differentiate instruction based on student, need, ability and performance. This will allow teachers the opportunity to present instruction in a small group setting based on the level and need of each student.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design instruction based on student need and ability. Teachers will present math or reading instruction in a small group setting to allow more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of MAP, STAR, KPREP testing and classroom performance.	Academic Support Program	09/05/2016	05/10/2017	\$0 - No Funding Required	Classroom teachers, Title Intervention teachers, Math Intervention teacher, Read to Achieve teacher, special education teacher, and principal

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Strategy5:

Progress Monitoring - Teachers and principal will meet periodically to review student performance data from MAP, STAR, KPREP, and weekly assessments to monitor students' instructional needs and performance. Grade level teachers will meet in professional learning communities to analyze and disaggregate data to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and SBDM council review student performance data to monitor progress.	Policy and Process	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers, Principal, SBDM Council

Strategy6:

Focus on language mechanics in writing - Teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building daily to supplement text and enrich curriculum.

Category: Continuous Improvement

Research Cited: Common Core Standards

Activity - Daily Oral Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Activity - Eng. Mechanics Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use new Houghton Mifflin Journeys Text and Workbook	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Strategy7:

Response to Intervention - Students will receive more intense instruction and monitoring in reading and math after being identified by a universal screener.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

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Strategy8:

Teacher Collaboration - Grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use grade level PLCs during common planning time to create and analyze lessons, test data including formative/summative data to identify areas of weakness. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers and principal

Goal 2:

Increase On Demand Writing percentage of Prof/Dist Scores from 43.8% to 49% on KPREP.

Measurable Objective 1:

A 100% increase of Fifth and Sixth grade students will demonstrate a proficiency in improving writing performance (targeting novice and apprentice population) by increasing writing opportunities and incorporating writing across the curriculum. in Writing by 05/31/2017 as measured by KPREP results (2016-2017).

Strategy1:

Integrate Authentic Writing Opportunities - Students will have increased opportunities to practice responding to authentic writing topics across the curriculum that are intentionally planned. Teachers will use exemplary writing models to encourage students to demonstrate characteristics of rigorous work in instructional lessons.

Category: Other - Direct Instruction

Research Cited: Common Core standards

Activity - Incorporate consistent organizational writing techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th and 6th grade classroom teachers, as well as special education teachers, will work collaboratively to implement consistent organizational methods of writing with their students. This consistency will increase students' abilities to demonstrate stronger idea development	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers

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Activity - On-Demand Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th and 6th grade classroom teachers will work collaboratively to design KPREP like writing opportunities. This will allow students to demonstrate understanding of the various forms of writing situations, thus allowing teachers to analyze students' writing samples and provide specific feedback in a timely manner.	Direct Instruction	08/15/2016	05/10/2017	\$0 - No Funding Required	Teachers

Goal 3:

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

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the School Report Card.

Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school improvement.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council, District Administrators

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

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principal

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

Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in weekly PLCs to analyze formative and summative reading assessment data, design and plan best practice instructional activities and share progress on student mastery of the Kentucky Core Academic Reading Standards. Teachers will also meet in vertical team meetings to ensure alignment of the reading curriculum 3rd - 6th grade, identify gaps in reading instruction, and plan strategies to close instructional gaps.	Professional Learning	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal

Activity - Differentiated Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts. Students will also use the following computer programs such as Accelerated Reader, Study Island, IXL, and Spelling City to enhance learning.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Houghton Mifflin Harcourt Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Strategy3:

Reading Instructional Initiatives - Students will benefit from differentiation of reading instruction in small group setting based on student need. Teacher will use IXL, Study Island, and various computer applications to provide intervention, reinforcement, and enrichment to student learning.

Category: Continuous Improvement

Research Cited:

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Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Teachers will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - AR Point Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our staff is always looking for ways to encourage students to read and go beyond their AR goals. We offer AR Point Club t-shirt incentives for the students. When students earn their six weeks AR goal, we reward them with an AR Point Club t-shirt. Students can earn t-shirts ranging from 100 points to 500 points	Academic Support Program	08/15/2016	05/10/2017	\$0 - Other	teachers, principal, PTO

Activity - Rockin Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children's Rockin Readers after school literacy program provides children in grades 3rd through 6th with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers. The hallmark of our literacy initiative is the Literacy Block, which consists of an hour of activities that support increased reading achievement including guided independent reading practice, fluency building support and listening to books read aloud. Students identified as needing academic intervention will be referred to after school programs offered by STC Rockin Readers.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading assessment will be given three times a year (Fall, Winter, Spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers, principal, PLC teams, RTA teacher, Title I reading teacher

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host family reading nights once every two months to increase parent involvement in the learning process. Family reading night encourages parents & students to become lifelong learners and readers. The school attracts families and students using monthly themes and different fun games and activities. Family Resource coordinator helps coordinate activities for Family Reading Night.	Community Engagement	09/01/2016	05/10/2017	\$2400 - Title I Part A	Read to Achieve teacher, classroom teachers, FRC Coordinator, principal

Activity - Save the Children	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, comprehension and vocabulary enhancement.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, STC coordinator, principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score below grade level in reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Teachers will monitor the intervention strategies and student growth through weekly probes.	Academic Support Program	08/15/2016	05/10/2017	\$0 - No Funding Required	teachers and principal

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) is used for monitoring the practice of reading. Quizzes are used to monitor students reading on fiction and non-fiction books, textbooks, supplemental materials, and magazines. Our district encourages students to reach a particular point level for each grade as part of their exit criteria.	Academic Support Program	08/15/2016	05/10/2017	\$0 - Grant Funds	teachers, principal

Executive Summary

Introduction

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

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

Description of the School

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

Whitley Central Intermediate School is located near the Goldbug Community, which resides in Whitley County. Whitley Central Intermediate School was established in 2003. Williamsburg is located 15 miles from the Tennessee state line. The county has a population of approximately 35,637 people. It is 98.2% white, 4% black, 4% Indian or Asian, 1% Hispanic, and 1% multiracial. The per capita income in the past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. 77.31 percent of our student population are eligible for free/reduced lunch.

The Intermediate School services 450 students in grades 3-6. 26.22% of the students qualify for special education services. The students are served by 33 FTE educators, which includes a librarian, seven special education teachers, one FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher a and an arts and humanities teacher. The students are also served by a speech/language pathologist, a family resource director, a school nurse, two counselors, two office clerks, seven cooks, and four custodians. Whitley Central Intermediate School is governed by a Site Based Decisions Making Council.

The Accelerated Reader (AR), Read to Achieve, Math Intervention, and Save the Children programs are integral parts of our curriculum. Our facility hosts the Save the Children program, which provides after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided morning tutoring services during the week.

Whitley Central Intermediate is continually looking for ways to involve and be involved in community events and activities. Our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project and our Community Wide Thanksgiving Meal. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, and local health department share information about careers for career fair, emergency preparedness, and hygiene information.

School's Purpose

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

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

We are proud of the opportunities afforded to ALL students at Whitley Central Intermediate School. After-school activities include tutoring, reading enrichment through Save the Children Program. WCIS is a Title I school using funds to do Math and Reading Intervention through small group pull outs. Community resources including the University of the Cumberland, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional programs include Read to Achieve Intervention teacher, Math Intervention teacher, Save the Children, and Family Reading/Math Night. Our Save the Children program has been recognized as one of the top 4 in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated. The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students.

WCIS is fortunate to receive Read to Achieve (RTA) Grant funding and Math Intervention funding(MIT). The funding for these programs provides our school with a full-time RTA teacher and MIT teacher who services third grade students in a small group setting who are at risk of falling below grade level but do not receive special education services. Students who require more challenge to further excel are offered monthly Gifted and Talented Services.

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

According to test data, our largest areas for improvement are in third grade reading and math. In third grade reading 27.3% of students scored proficient in reading and 31.1% of students scored distinguished in reading. In third grade math 34.1% of students scored proficient and 16.7% scored distinguished. Our school will continue to reduce the percentage of student scoring novice in reading and math.

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

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for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

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

Notable Achievements and Areas of Improvement

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

Achievements:

According to the 2015-2016 school report card, Whitley Central Intermediate Elementary, is a School of Distinction. The school scored 81.4 overall, placing us in the 95th percentile in the state of Kentucky for a ranking of 77 out of 709. We met our 2015 Annual Measurable Objective Goal of 61.2. According to the KPREP data, the school-wide percentage of students scoring in the P/D category was above the state average in the achievement areas of math (+7.7%), reading (+9.9%), social studies (+20.6%) and writing (+3.2%). In addition, the school wide percentage of our non-duplicated gap students scoring in the P/D was above the state in the areas of reading (+16.1%), math (+11.9%), writing (+8%), social studies (+27.7%). Furthermore, the third grade student math performance levels of free/reduced-price students, 63% of students were P/D in math. This was 15.9% points above the state average of 47.1%. Plus, the third grade student reading performance levels of free/reduced-price students, 61.0% of students were P/D in reading. This was 9.3% points above the state average of 51.7%.

2015-2016 KPREP scores indicate that WCIS accomplished the following achievements:

3rd grade - There was a 12.9 percentage gain in the number of students scoring distinguished in reading.

4th grade - 73.7% of students in fourth grade scored proficient/distinguished.

5th grade - The number of students scoring proficient/distinguished in reading rose from 66.7% to 71.7%.

5th grade - The number of students scoring proficient/distinguished in math rose from 61.1% to 67.9%.

5th grade - The number of students scoring proficient/distinguished in social studies rose from 68.7% to 78.3%.

Grades 4-6 all scored above the state level in reading, math, and social studies.

According to the 2015-2016 program review results, our school scored high in the following areas: Arts & Humanities scored 8.5 (Proficient), Practical Living Career Studies scored 9.4 (Proficient), Writing scored 9.5 (Proficient), Kindergarten-Third Grade scored 8.8 (Proficient), and World Language (N/A).

Our school continues to have a strong Academic team. They have performed well in district and regional competitions in the past few years.

The following are their stats:

2011 District- 1st Place Regional- 1st Place

2012 District- 2nd Place Regional- 3rd Place

2013 District- 2nd Place Regional- 5th Place

2014 District- 2nd Place Regional- 9th Place

2015 District - 1st Place

Our school also works with surrounding universities in mentoring and training of future teachers. Our building is frequently a site in which college professors wish for the students to acquire observation hours. We gladly accommodate many students in helping mentor them while trying to reach their goals of becoming an educator. Our school is the proud recipient of various grants for innovative programs that help enrich and support our students' learning. We host the Read to Achieve, Save the Children, and Math Achievement Fund.

Whitley Central Intermediate has earned Let's Move Active Schools Award. It is a nationally recognized award given to schools that meet criteria for being active during and after school. Our school also received a recognition letter from First Lady Michelle Obama for receiving SY 2016-2017

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this award.

Areas of Improvement:

2015-2016- One of our areas of focus continues to be On Demand Writing. We have developed a school-wide plan to focus on writing in all content areas and in small group settings. Another area of concern is our third grade reading and math scores. Even though we saw an increase in the number of students scoring proficient /distinguished, we are still below the state level percentages. Third grade math scores dropped from 72% of students scoring proficient/distinguished to 50.8% scoring proficient/distinguished. We are analyzing data using a data wall each week in PLCs. We are establishing small focus groups based on instructional levels. Teachers are working with district coaches for support in resources.

Our teachers are always looking for different ways to improve on their teaching. Our teachers participate in training from state and national sources. We regularly examine our Comprehensive School Improvement Plan and are continuously analyzing data from student MAP scores, STAR Reading reports, Program Review data, and KPREP reports to monitor student growth. Our Save the Children, Read to Achieve, Math Achievement Fund, and Foster Grandparent program contribute greatly to the achievement and success of our students. We hold high expectations for our teachers and our students and always strive to support our students in any and every way possible to ensure they receive every opportunity possible in order for them to be successful.

To improve reading and math scores our school will utilize our Houghton Mifflin Reading Series and the GO Math Series that are aligned with the Common Core Standards. These programs have extensive resources including lessons and activities for whole group, small group, intervention, learning centers, and family engagement. Both of these aligned series come with many varying educational resources that our teachers will utilize to help teach reading, math, and writing skills. Our school will also continue to use the Accelerated Reader Program in hopes to encourage students to read and not only reach their AR goals but go beyond their grade level goals. Our school continually offers incentives for students to attain those goals. Students who reach their AR goals earn various rewards such as t-shirts and gift cards to a local book store. We hope these incentives will encourage students to read more and foster a love for reading that can be passed throughout generations of future learners. We will also continue to offer Family Reading/Math Nights as well as offer before school tutoring for students who show weakness in reading and math.

Additional Information

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

WCIS has two extended school programs for students. Save the Children Reading program takes place after school Monday through Thursday from 2:30 - 5:00. Students participate in small reading groups that focus on improving reading comprehension and fluency. The Save the Children program also has a physical fitness component called Healthy Choices. Students are required to be physically active for 30 minutes each day. Bryan Stewart is the practical living teacher and is the Healthy Choices coordinator for our Save the Children Program. Mr. Stewart teaches health and nutrition lessons weekly and administers the PACER Test that measures student aerobic capacity. Mr. Stewart enters the data from this test into the Save the Children portal. Since this assessment is given twice a year the data can be used to check students' overall improvement in aerobic capacity. Mr. Stewart also administers a pre and post nutritional assessment and this data is also entered into the Save the Children portal. This pre and post nutrition assessment can be used to measure improvement of student knowledge of nutrition.

Our school offers grade level tutoring in math and reading Tuesday-Thursday each week from 7:10 A.M.-7:45 AM. Teachers refer students to the tutoring program who need extra support in these areas.