



2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Susan Brashear, Friday, September 04, 2020



2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Please see attachment

ATTACHMENTS

Attachment Name

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Please see attachment

ATTACHMENTS

Attachment Name

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

Please see attachment

ATTACHMENTS

Attachment Name

Trends

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

Please see attached.

ATTACHMENTS

Attachment Name

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Please see attachment

ATTACHMENTS

Attachment Name

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.







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

Please see attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Needs Assessment - Current State	The current state states the current condition revealed by past, current, and multiple sources of data.	•
 Needs Assessment - Potential Source of Problem	Processes, practices or conditions in which our school will focus its resources and efforts upon in order to produce the desired outcomes.	•
 Needs Assessment - Priorities/Concerns	Priorities/Concerns identifies areas that will be targeted accompanied by percentages and goals for each area.	•
 Needs Assessment - Protocol	The process used for reviewing, analyzing, and applying data results.	•
 Needs Assessment - Strengths/Leverages	Strengths and leverages of the school revealed by most recent testing data.	•
 Needs Assessment - Trends	This section contains data trends from the last four academic years.	•

Current State: Academic State

Due to Covid 19 and the cancellation of the 2019-2020 KPREP Test, data for the current academic state for Whitley Central Intermediate is taken from the KASC K-PREP Data Forecast. The forecast data is based on five years of K-PREP data from the School Report Card.

Math % Proficient & Distinguished – All Students Tested

2015 – 60.9% of students scored proficient or distinguished.

2016 – 59.5% of students scored proficient or distinguished.

2017 – 58% of students scored proficient or distinguished.

2018 - 77.2% of students scored proficient or distinguished.

2019 - 68.3% of students scored proficient or distinguished.

Reading % Proficient & Distinguished – All Students Tested

2015 – 65.7% of students scored proficient or distinguished.

2016 – 65.9% of students scored proficient or distinguished.

2017 – 65% of students scored proficient or distinguished.

2018 - 77.7% of students scored proficient or distinguished.

2019 - 74.6% of students scored proficient or distinguished.

Proficient/Distinguished - Reading

Economically Disadvantaged

2015 - 61.5%

2016 - 62.5%

2017 - 60.7%

2018 - 75.7%

2019 - 75%

Disability

2015 - 77.1%

2016 - 67.7%

2017 - 72.6%

2018 - 85.2%

2019 - 82.9%

Proficient/Distinguished - Math

Economically Disadvantaged

2015 – 55.6%

2016 – 54.2%

2017 – 52.5%

2018 – 73.5%

2019 – 64.9%

Disability

2015 – 77.1%

2016 – 60.2%

2017 – 59.8%

2018 – 82%

2019 – 75.2%

White

2015 - 66.7%

2016 - 65.8%

2017 - 65%

2018 - 77.4%

2019 - 74.7%

Male

2015 - 64.4%

2016 - 68%

2017 - 66.2%

2018 - 82.5%

2019 - 78.4%

Female

2015 - 67.1%

2016 - 63.2%

2017 - 63.5%

2018 - 71.8%

2019 - 70.3%

White

2015 – 61%

2016 – 59.5%

2017 – 57.8%

2018 – 77.4%

2019 – 68%

Male

2015 – 62.5%

2016 – 61.3%

2017 – 56.1%

2018 – 78.8%

2019 – 71.2%

Female

2015 – 59.3%

2016 – 57.2%

2017 – 60.1%

2018 – 75.4%

2019 – 65.1%

Non-Academic Current State

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. For the 2019-2020 school year 75% of the students at Whitley Central Intermediate School were listed as Economically Disadvantaged. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 9.5% qualified for gifted and talented services, 4.9% were listed as homeless, and 24.6% qualified for special education services.

- Attendance plays a vital role in student performance. The average daily attendance percentage at Whitley Central Intermediate School for 2019-2020 school year was 94.67%. 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 services are offered daily to meet student needs. Teachers, administrators, and often 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. Our counselors have served an average of 127 students for the 2019-2020 school year.

- The number of behavior referrals for the last three years:

2017-2018 - 127

2018-2019 – 132

2019-2020 - 57

Current State – Potential Source of Problem

Design and Deploy Standards:

To ensure that our current curriculum is valid and aligned with state standards and supports instruction and assessment, we will continue to use the district approved math and reading curriculum that is aligned to state standards. We will also supplement those curriculums by differentiating instruction for students with other collected resources that are also aligned to state standards. All teachers are required to use district approved materials. To ensure that the curriculum is taught at a high level of fidelity, each grade level follows a district wide curriculum map for each core subject. Teachers and students review I Can Statements and learning targets for each lesson. Learning targets are posted, read aloud, written down, and referred to during the lesson. Third grade students also benefit from the instruction of our math intervention teacher and reading intervention teacher. The students who qualify for this service receive one on one or small group instruction in reading and/or math forty five minutes daily to help them reach or maintain grade level performance. Students also will benefit from our 21st Century and Save the Children Programs that provide in school and after school opportunities for students to receive additional support in the areas of reading and math.

Teachers attend various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers participate 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. District level content coaches have also been working with teachers to make adjustments in the curriculum to target areas of need. Title I reading instructor collaborates weekly with the fourth and/or fifth grade teachers students in writing. 5th 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 further differentiate reading instruction, our school is using the reading series, Into Reading by Houghton Mifflin which helps target the low data areas in the MAP assessment with leading-edge digital tools and results-driven instruction. Into Reading is a K-6 reading program with rigorous Common Core instructional design.

It offers teachers a fully integrated approach to guiding students to critical text analysis and deepened comprehension through close reading and productive annotation. It teaches students how to notice key signposts in texts that point to their meaning. The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students.

When we return to in seat instruction and it is possible to have students working in small groups, teachers will begin teaching reading in small leveled focus groups to offer students more individualized instruction in reading based on student need. Teachers are also using an online computer program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the language arts and math curriculum. The program creates reports for the teacher that shows 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. Teachers are also implementing Striving Readers Comprehensive Literacy Grant resources such as Wordly Wise, Scholastic Readers,

Vocabulary City, and Generation X throughout grades 3-6. We hope that by implementing this resource in all grade levels it will help boost vocabulary and spelling skills.

To support remote learning during non-traditional instructional (NTI) days during COVID-19 pandemic, teachers attend various training sessions to develop distance learning strategies for their classrooms to improve in these areas. Teachers participated in sessions on Google Classroom, Spelling City, Bookwidgets.com, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, GoMath ThinkCentral Training, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.

This year Whitley Central Intermediate School was chosen to work with the South East South Central Cooperative and the New Teacher Center to:

- Increase student learning in ELA, math and science
- Improve instructional effectiveness and retention of teachers
- Build LEA(Leaders as Coaches) capacity to implement, sustain, and scale a high-quality instructional coaching system

Our anticipated session outcomes during this collaboration will be to:

- Integrate coaching efforts into school and district instructional goals, theory of change, and priorities
- Define a school leader's role in providing high-quality, research-based instructional coaching
- Gain strategies to support teacher/coach collaboration and acceleration of practice
- Identify specific action steps and leadership supports for immediate and ongoing induction program implementation, monitoring, and improvement

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. Students have additional time to practice reading skills and earn their AR points during our Save the Children after school program Monday through Thursday.

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. When we return to in seat instruction and it is possible to have students working in small groups, teachers will begin teaching math in small leveled focus groups to offer students more individualized instruction in math based on student need. Teachers are also using an online program called IXL. This computer based program offers students individualized lessons in language arts and 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. Students may also

benefit from Family Engagement time during monthly Family Math and Reading Night and the DARE Program. Students have the opportunity to get additional help with math during our 21st Century after school program and the Crazy Eights Math Program now included in our Save the Children after school program.

WCIS focuses on students' attendance to ensure that students are receiving instructional services to the greatest extent possible. We promote monthly and weekly attendance challenges to encourage our students to come to school as much as possible. Our attendance clerk regularly sends home flyers that contain information and tips to encourage parents to make sure all students have the best attendance possible.

Review, Analyze, and Apply Data Results

To help us improve on our reading and math scores, we analyze our MAP data and offer students homework/ tutoring time in the morning. These students then receive additional time for support and/or instruction for thirty to forty five minutes in the morning. 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. We will also continue these services as soon as we are allowed to continue with in seat instruction and CDC guidelines will allow.

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.

All grade levels meet in Professional Learning Communities (PLC) 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 (as soon as CDC guidelines allow). 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.

The next step in addressing areas of concern is 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/afternoon 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.

Current State: Priorities and Concerns

Due to Covid 19 and the cancellation of the 2019-2020 KPREP Test, data for the current academic state for Whitley Central Intermediate is taken from the KASC K-PREP Data Forecast. The forecast data is based on five years of K-PREP data from the School Report Card.

For the 2019-2020 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We allocated more intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and monitored those students to ensure that students were on track to achieve growth.

As we embark upon the new 2020-2021 school year, we are presented with the challenge of closing an even larger achievement gap caused by many months of non-traditional and virtual instruction. While we have tried to offer instruction that is equitable to in seat instruction, we realize that for many students this may not be the case. As we plan and hope to get students back to in seat instruction, we strive to maintain proficiency levels and decrease the number of students who may score novice and apprentice.

Due to mandatory non-traditional instruction caused by Covid 19 we did not get to see if we achieved our goals for growth, math, reading, science, writing, or social studies. When our students return to in seat instruction it is likely that the achievement gap will be larger than what it was previously, but our goal is to continue to strive for our previously set goals for 2019-2020 which are listed below.

Based on 2018-2019 KPREP data our overall growth score was 54.4 which was rated low. We were .6 points away from medium growth which is 55. Our growth goal for 2019-2020 is to achieve a growth score of 57.4 or higher.

Based on 2018-2019 KPREP data, our school continued to maintain a low percentage of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. Based on our K-PREP Data Forecast our 2020-2021 goal for students who score proficient/distinguished in math will be 70%. Our goal for students who score proficient/distinguished in reading will be 75%.

In 2017-2018 KPREP 53% of fourth grade students scored proficient or distinguished in science. Based on 2018-2019 KPREP data 55.6% of the fourth grade students scored proficient/distinguished in science. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in science from 55.6% to 57.1% or higher.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Based on 2018-2019 KPREP data 49.5% of students scored proficient or distinguished in writing. Our writing goal for 2019-2020 is to increase the percentage of students scoring proficient/distinguished in writing from 49.5% to 51% or higher.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Based on 2018-2019 KPREP data 70.5% of students scored proficient or distinguished in social studies. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in social studies from 70.5% to 72% or higher.

Understanding Continuous Improvement: Protocol

Analyzing & Applying Data Results

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.

The Whitley Central Intermediate School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Primary School, and other stakeholders. The goals were determined (1) using the forecasted data compiled by KASC and (2) data for components of proficiency (reading and math) separate academic indicator (science, social studies, and writing), and growth (reading and math.) The school report card, MAP, IOWA Achievement test for Grades K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the Kentucky Working Conditions survey results were the primary sources of data.

We begin in weekly PLC meetings 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 greater 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. We have created a data wall with MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data on this wall is used to continually 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 level. Once we have identified areas of need by standards, we specialize instruction to target those areas. During weekly PLC meetings minutes are taken. These minutes allow us to document our intentions and provide us with a starting point for each future meeting. I also meet periodically one on one with teachers to create a list of students in the lower range areas, specific struggles or challenges students may facing, and/or teacher concerns. Also during this one on one meeting, we discuss strategies that teachers feel are most beneficial and also discuss any barriers they feel may be hindering student progress or success. We will monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on regular basis to discuss strategies, scores, and needed resources throughout the school year.

As the data becomes available, it is discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDM Council leadership. We look at the data from our school report card and individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to areas of success. Additionally, we compile an improvement list and include specific instructional strategies that we believe would help improve these areas. We ask the teachers to take

this overall analysis further to include specific instructional practices that could be put in place daily in their classrooms. The final step is discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, John Crisologo

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

WCIS Site Base Decision Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Stephanie Patrick (parent), Melissa Lawson (parent)

WCIS PTO, President Kellie Clemens, Treasure Melissa Lawson

Whitley Central Primary Principal, Brandon Anderson

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

WC Primary PTO, President Carla Rose, Treasure Samantha Young

WC Primary Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Davis (teacher), Leann Kersey (parent), Carla Rose (parent)

Current State – Strengths/Leverages

KPREP proficiency data for the last two tested years show maintained high rates of proficient and distinguished in the areas of reading and math in all grade levels. The data also shows a continued decrease in the percentage of students scoring novice in reading and math over the past two tested years.

2017-2018 KPREP Proficiency Data

81.4% of 3rd grade students scored proficient or distinguished in reading.

79.4% of 3rd grade students scored proficient or distinguished in math

71% of 4th grade students scored proficient or distinguished in reading.

79% of 4th grade students scored proficient or distinguished in math.

77% of 5th grade students scored proficient or distinguished in reading.

74% of 5th grade students scored proficient or distinguished in math.

82% of 6th grade students scored proficient or distinguished in reading.

77% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Proficiency Data

71.7% of 3rd grade students scored proficient or distinguished in reading.

68.3% of 3rd grade students scored proficient or distinguished in math

75% of 4th grade students scored proficient or distinguished in reading.

71.3% of 4th grade students scored proficient or distinguished in math.

71.4% of 5th grade students scored proficient or distinguished in reading.

64.8% of 5th grade students scored proficient or distinguished in math.

79.8% of 6th grade students scored proficient or distinguished in reading.

68.9% of 6th grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math continued to decrease in the past two tested years.

2017-2018 KPREP Novice Data

Third Grade – 3.9% of students scored novice in reading and 3.9% in math.

Fourth Grade – 5.2% of students scored novice in reading and 2.6% in math.

Fifth Grade – 11% of students scored novice in reading and 4.2% in math.

Sixth Grade – 4% of students scored novice in reading and 2% in math.

2018-2019 KPREP Novice Data

Third Grade – 7.1% of students scored novice in reading and 2.7% in math.

Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.

Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.

Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

Current State – Trends

Due to mandatory non-traditional instruction caused by Covid 19 we did not get to see if we achieved our goals for growth, math, reading, science, writing, or social studies. When our students return to in seat instruction it is likely that the achievement gap will be larger than what it was previously, but our goal is to continue to strive for our previously set goals for 2019-2020. Trends for the last four years of KPREP data is listed below with updated non-academic data.

Academic trends:

2015-2016 – 12% of students score novice in reading.

2015-2016 – 8.9% of students score novice in math.

2016-2017 – 11.9% of students scored novice in reading.

2016-2017 – 9.9% of students scored novice in math.

2017-2018 – 6% of students scored novice in reading.

2017-2018 – 3% of students scored novice in math.

2018-2019 – 5.6% of students score novice in reading.

2018-2019 – 2% of students scored novice in math.

Over the past three years we have seen a continuing decrease in the amount of students scoring novice in reading and math. Our goal is for the numbers of novice to continue to decrease.

2017-2018 – Total Growth Indicator - 17.8

2017-2018 – Reading Growth Score – 21.3

2017-2018 – Math Growth Score – 14.3

2018-2019 – Total Growth Indicator – 54.4

2018-2019– Reading Growth Score – 58

2018-2019 – Math Growth Score –50.8

Based on 2018-2019 KPREP data our overall growth score was 54.4 which was rated low. We were .6 points away from medium growth which is 55. Our growth goal for 2019-2020 is to achieve a growth score of 57.4 or higher.

The non-academic trends that we recognized from the past two-three years are a consistent number of students seeing or being referred to see our counselors on a regular basis and the steady number of behavior events in the past three years.

2016-2017 – Students seeing or referred to counselor - approximately 100

2017-2018 – Students seeing or referred to counselor - approximately 104

2018-2019 – Students seeing or referred to counselor - approximately 97

2019-2020 – Students seeing or referred to counselor – approximately 127

The number of students needing counseling services increased last year. 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. When students work through their social and emotional issues with the help of their parents or guardians and the counselor, they are able to devote attention and energy to the intellectual tasks at school.

2016-2017 – 151 behavioral referrals

2017-2018 – 127 behavioral referrals

2018-2019 – 133 behavioral referrals

2019-2020 – 57 behavioral referrals



2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ Yes

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Whitley Central Intermediate School

Susan Brashear

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United States of America

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes. 7-27-2000

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8-11-2020

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Whitley Central Intermediate School

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Williamsburg, Kentucky, 40769
United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our collective mission is to continually improve student performance. Whitley Central Intermediate School (WCIS) is committed to providing dynamic and comprehensive professional/personal development that ensures high standards for all staff and stakeholders who affect student learning. WCIS will collaborate with schools, departments, and other agencies to secure resources and personnel, to help develop capacity for change, and to ensure continuous improvement that will increase student achievement.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs

assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Based on analysis of student KPREP data, perceived educational needs of the district, growth plans, prior professional development offerings with follow-up, and survey results (Tell Survey), Whitley Central Intermediate School will focus on following critical areas for improvement: Growth (Reading & Math) Writing

3. How do the identified **top two priorities** of professional development relate to school goals?

Our chosen two critical area priorities of professional development derive directly from our Consolidated School Improvement Plan. Two of our CSIP goals are to increase our growth score from 54.4% from 2019 to 62.2% by 2022 and to increase the percentage of students scoring proficient/distinguished in writing from 49.5% in 2019 to 56.4% by 2022.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Monitor and provide support offered during professional development that promotes student growth for all students through new and existing educational resources such as Into Reading Series by Houghton Mifflin, Study Island, Go Math Series, IXL, Math Achievement Fun, Read to Achieve, Southeast South-Central Cooperative partnered with New Teacher Center grant, etc. 2. Utilize teaching staff to increase coaching capacity in implementing effective strategies that will empower teachers to enhance reading and math instruction that promotes growth among all students in the areas of reading and math.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

1. Be able to use the resources in the most effective way. 2. Utilize our staff to increase coaching and teaching capacity. 3. Increase student growth in reading and math. The desired student outcome from utilizing staff and resources will be that students' reading and math growth scores will not only rise, but maintain at a high level.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success for meeting medium growth or higher will be based on yearly K-PREP scores, along with student weekly performance data.

4d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development include students, parents, teachers, principals and district leaders.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve Reading Grant and the Math Achievement Grant also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for different teachers, other than the initial Math and Reading Achievement Grant teachers, to be trained on new reading and math strategies. Staff will also receive coaching to allow reflection and reviewing of results. The RTA (Read to Achieve) teacher is in the process of completing Litcom training which will give her access to 300+ sessions on reading/writing strategies to be used with elementary students. The RTA teacher will then share those trainings and information to coach other teaching staff on such strategies. The MAF (Math Achievement Fund) instructor will be attending the STEM Conference 2020. The sessions will focus on training educators in the areas of engineering, math, and science utilizing dynamic and engaging virtual learning as the mode of instruction.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read to Achieve Grant, the Math Achievement Grant, and the New Teacher Center collaborate with school administration and teachers to monitor and assess the implementation and progress of the training being received.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Seek out and implement professional development that will provide strategies for writing that will ensure student growth in both virtual setting and during in seat instruction. 2. Utilize writing and reading specialists to coach collaboratively alongside homeroom teachers to offer instruction that will lead to students becoming more proficient writers.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Improve teaching practice with emphasis on increasing practices shown to be highly effective and improving student academic outcomes.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success for increasing the percentage of students scoring proficient/distinguished in writing will be based on yearly K-PREP scores, along with student weekly performance data.

5d. Who is the targeted audience for the professional development?

Primary targeted audience of the Professional Development will be teachers/staff. The secondary targeted audience will be the students.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Stakeholders impacted by professional development are teachers and students and include parents, principals and district leaders.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve literacy grant, which encompasses both reading and writing, also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for a different teacher, other than the initial RTA teacher, to be trained on new reading and writing strategies. Staff will also receive coaching to allow reflection and reviewing of results. Our school is also partnered with the Southeast/South-Central Cooperative and the New Teacher Center that provides sessions including School Leaders and Coaches: A Partnership for School Success. This partnership will offer training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed. Assigned individuals from the Read

to Achieve Grant and the New Teacher Center collaborate with school administration and teachers to monitor and assess the implementation and progress of the training being received.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

No extension added

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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Attachment Summary	5

2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

. a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.


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

See attachment below.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive Improvement Plan for Schools - Goal Builder	Comprehensive School Improvement Plan - Goal Builder	.

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

State your Proficiency Goal

Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 78.1 by 2022 and Math from 68.3 to 72.6 in 2022.																																													
<div>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></div> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<div>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></div> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<div>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</div> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2020-5-2021</td><td>Classroom Teachers</td><td>Instructional/Striving Readers Gant</td></tr><tr><td>1B</td><td>9/2020-5/2021</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1C</td><td>9/2020-5/2021</td><td>April Bowman/Tonya Frazier</td><td>21st Century/Save the Children</td></tr><tr><td>1D</td><td>10/2020-5/2021</td><td>Susan Brashear</td><td>No Funding Required</td></tr><tr><td>1E</td><td>9/2020-5/2021</td><td>Teachers</td><td>Striving Readers’ Literacy Grant</td></tr><tr><td>1F</td><td>8/2020-5/2021</td><td>Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1G</td><td>8/2020-5/2021</td><td>Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>2A</td><td>9/2020-5/2021</td><td>SBDM Council</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2020-5/2021</td><td>Classroom Teachers</td><td>No Funding Required</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2020-5-2021	Classroom Teachers	Instructional/Striving Readers Gant	1B	9/2020-5/2021	Classroom Teachers	No Funding Required	1C	9/2020-5/2021	April Bowman/Tonya Frazier	21 st Century/Save the Children	1D	10/2020-5/2021	Susan Brashear	No Funding Required	1E	9/2020-5/2021	Teachers	Striving Readers’ Literacy Grant	1F	8/2020-5/2021	Teachers/Principal	No Funding Required	1G	8/2020-5/2021	Teachers/Principal	No Funding Required	2A	9/2020-5/2021	SBDM Council	No Funding Required	2B	9/2020-5/2021	Classroom Teachers	No Funding Required
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																								
Objective 1: Collaborate to increase the overall reading and math proficiency ratings for all students in Reading from 74.6% to 76.3% by 2021 and Math from 68.3 to 70.4 by 2021.	1. Design and Deploy Strategies	A. In person/remote learning - Students will use Study Island, Reflex Math, IXL, and Wordly Wise to work grade level content specific targeted areas based on MAP data.	MAP Reports	8/2020-5/2021	See chart above																																								
		B. In person/remote learning -Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KPREP, and summative assessment data	9/2020-5/2021	See chart above																																								
		C. In person/remote learning -Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21 st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 and remote/distance learning during the pandemic from 3:10-6:10 P.M.	MAP, KPREP, and summative assessment data	9/2020-5/2021	See chart above																																								

Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 78.1 by 2022 and Math from 68.3 to 72.6 in 2022.					
		D. In person learning - Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2020-5/2021	See chart above
		E. In person/remote learning - Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction.	MAP Reports, formative and summative assessments, KPREP data	9-2020/5-2021	See chart above
		F. In person/remote learning – During the pandemic, student instruction will be conducted via virtual on a school provided chromebook, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction.	STAR, MAP, IOWA, KPREP, and summative assessment data	9-2020/5-2021	See chart above
		G. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, IOWA, KPREP, and summative assessment data	9-2020/5-2021	See chart above
	2. Review, Analyze and Apply Data				
		A. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance.	KPREP data and PLC minutes	9/2020-5/2021	See chart above
Objective 2:		B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	MAP, KPREP, and summative assessment data	9/2020-5/2021	See chart above

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 55.6% in 2019 to 61.7%; in social studies from 70.5% % to 74.5%; and in writing 49.5% to 56.4% by 2022.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards Classroom Activities• KCWP2: Design and Deliver Instruction Classroom Activities• KCWP3: Design and Deliver Assessment Literacy Classroom Activities• KCWP4: Review, Analyze and Apply Data Classroom Activities• KCWP5: Design, Align and Deliver Support Classroom Activities• KCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A,B &C</td><td>9/2020-5/2021</td><td>Kellie Clemens, Principal, Ruth Osborne (district science coordinator)</td><td>Instructional & PD Funds</td></tr><tr><td>1D</td><td>8/2020-5/2021</td><td>Principal</td><td>Instructional Funds</td></tr><tr><td>1E</td><td>9/2020-5/2021</td><td>Principal, Laurel Bowlin(district writing coordinator), Angela McCullah(Title I), Teachers</td><td>Instructional Funds</td></tr><tr><td>1F</td><td>9/2020-5/2021</td><td>Principal/Classroom Teachers</td><td>Striving Readers' Literacy Grant</td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	1A,B &C	9/2020-5/2021	Kellie Clemens, Principal, Ruth Osborne (district science coordinator)	Instructional & PD Funds	1D	8/2020-5/2021	Principal	Instructional Funds	1E	9/2020-5/2021	Principal, Laurel Bowlin(district writing coordinator), Angela McCullah(Title I), Teachers	Instructional Funds	1F	9/2020-5/2021	Principal/Classroom Teachers	Striving Readers' Literacy Grant
Strategy/Activity	Timeline	Person Responsible	Funding Source																			
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1F	9/2020-5/2021	Principal/Classroom Teachers	Striving Readers' Literacy Grant																			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 55.6% in 2019 to 58.6% by 2021. Increase the percentage of students scoring proficient/distinguished in social studies from 70.5% in 2019 to 72.5 by 2021. Increase the percentage of students scoring proficient/distinguished in writing from 49.5% in 2019 to 52.9 by 2021.	1. Design, Align and Deliver Support	A. Mystery Science resource purchased for 3 rd - 6 th grade to support and enhance student learning in science.	Formative/Summative Assessments and KPREP data	9/2020-5/2021	See chart above
		B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6.	Monitoring of weekly science lessons and experiments and KPREP data	8/2020-5/2021	
		C. Science and social studies lessons taught with fidelity in grades 3-6. Teachers will implement social studies and science resources such as IXL and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.	Formative and summative sssessments, monitoring of weekly science and social studies lessons and experiments and KPREP data	8/2020-5/2021	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KPREP data	8/2020-5/2021	See chart above
		E. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year during in seat instruction time to work with fifth grade students and teachers to help increase writing scores. Title I Reading Teacher collaborates with classroom teacher to provide additional specialized writing lessons in 4 th and 5 th grade classrooms.	Writing scrimmage results, Writing KPREP data	9/2020-5/2021	See chart above
		F. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2 nd /3 rd grade) to enhance writing proficiency.	Writing scrimmage results, Writing KPREP data	9/2020-5/2021	See chart above
		G. In person/remote learning – During the pandemic, student instruction will be conducted via virtual on a school provided chromebook, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction.	STAR, MAP, IOWA, KPREP, and summative assessment data	9/2020-5/2021	See chart above
		H. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, IOWA, KPREP, and summative assessment data	9/2020-5/2021	See chart above

3: Gap

State your Gap Goal

Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.7% Math from 64.9% to 69.7% in 2022.					
<div>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></div> <div><ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment</div>	<div>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></div> <div><ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</div>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		Strategy/Activity	Timeline	Person Responsible	Funding Source
		1A	8/2020-5/2021	Classroom Teachers/Principal	Instructional/Striving Reader Grant
		1B	8/2020-5/2021	Classroom Teachers/Principal	No Funding Required
		1C	8/2020-5/2021	Classroom Teachers/Principal	No Funding Required
		1D	8/2020-5/2021	RTA, MIT, & Title I Teachers	No Funding Required
		1E	8/2020-5/2021	Classroom Teachers/Principal	Striving Readers’ Grant
		1F	8/2020-5/2021	Classroom Teachers/Principal	No Funding Required
		1G	8/2020-5/2021	Classroom Teachers/Principal	No Funding Required
		2A	8/2020-5/2021	Classroom Teachers	No Funding Required
		2B	8/2020-5/2021	Classroom Teachers/SBDM	No Funding Required
		2C	8/2020-5/2021	FRC/Principal /Meleesha Hooper/Teachers	McKinney-Veto Grant/FRC
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged gap group for: Reading from 73% to 74.8% Math from 64.9 to 67.3 by 2021 as measured by KPREP.	Design, Align, and Deliver Instruction	A. In person/remote learning - Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra math, Vocabulary City and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2020-5/2021	See chart above
		B. In person/remote learning - Each day 3 rd through 6 th grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2020-5/2021	See chart above
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2020-5/2021	See chart above

Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.7% Math from 64.9% to 69.7% in 2022.					
		D. In person/remote learning - RTA, MIT, and Title I 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 Reading Program and 21 st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KPREP data	8/2019-5/2020	See chart above
		E. In person/remote learning - Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2020-5/2021	See chart above
		F. In person/remote learning – During the pandemic, instruction will be conducted via virtual on a school provided chromebook, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction.	STAR, MAP,IOWA, KPREP, and summative assessment data	8/2020-5/2021	See chart above
		G. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP,IOWA, KPREP, and summative assessment data	8/2020-5/2021	See chart above
	Review, Analyze, and Apply Data	A. After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Xtra Math, Reflex Math, SpellingVocabulary City	Individualized progress reports from Study Island, IXL, and Reflex Math	8/2020-5/2021	See chart above
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2020-5/2021	See chart above
		C. Address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports	8/2020-5/2021	See chart above

4: Graduation rate

State your Graduation rate Goal

Goal 4: N/A					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

5: Growth
State your *Growth Goal*

Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 54.4 in 2019 to 62.2 by 2022.																																													
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																								
Objective 1: Increase the student growth score from 54.4% in 2019 to 58.3% in 2021.	Design, Align and Deliver Support	A. 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/bi-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.	MAP, formative & summative assessment data, PLC minutes	8/2020-5/2021	See chart above																																								
		B. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra Math and other math/reading computer applications and programs.	Lesson plans, Benchmark data, individualized reports from Study Island, Reflex Math, IXL, and X-tra Math	8/2020-5/2021	See chart above																																								

Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 54.4 in 2019 to 62.2 by 2022.					
	Review, Analyze and Apply Data	C. Teachers will utilize MAP reports to identify student weaknesses in math/reading and will make instructional decisions accordingly. Teachers will identify students who do not meet benchmarks on the MAP reports to target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to create individual learning plans and provide differentiated instruction.	MAP, benchmark data, student learning plans	8/2020-5/2021	See chart above
	Design and Deliver Instruction	D. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2020-5/2021	See chart above
Objective 2:	Design and Deploy Standards	A. In person/remote learning -Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day (target groups). Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KPREP, and summative assessment data	10/2020 – 5/2021	See chart above
		B. In person/remote learning - Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21 st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 and remote/distance learning during the pandemic from 3:10-6:10 P.M.	MAP, KPREP, and summative assessment data	9/2020-5/2021	See chart above
		C. In person/remote learning - Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2020-5/2021	See chart above
		D. In person/remote learning – During the pandemic, student instruction will be conducted via virtual on a school provided chromebook, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction.	STAR, MAP, IOWA, and summative assessment data	9/2020-5/2021	See chart above
		E. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, IOWA, and summative assessment data	9/2020-5/2021	See chart above

6: Transition readiness

State your *Transition readiness* **Goal**

Goal 6:																													
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>																									
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																								
Objective 2:																													

7: Other (optional)

State your *Other* **Goal** (optional)

Goal 7:

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					



2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W

Williamsburg, Kentucky, 40769

United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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?

Please see attachment

ATTACHMENTS

Attachment Name

. 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.

Please see attachment

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Attachment Name

. 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.

Please see attachment

ATTACHMENTS

Attachment Name




. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

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

No additional information

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Executive Summary - Description of School	Description of school's size, community, location and changes.	.
 Executive Summary - Notable Achievements	Notable Achievements and Areas of Improvement	.
 Executive Summary - School Purpose	School's Purpose	.

Executive Summary for Schools

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 main campus off 25W in Williamsburg 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 36,264 people. It is 97% white, 0.9% black, 0.3% Native American, 0.4% Asian, and 1.4% Hispanic. The per capita income in the past 12 months is \$18,463 - well below the state average of \$36,897. Of the county's population, 25.7% is below the poverty level. This is much higher than the 11.8% state average. 76% of our student population is eligible for free/reduced lunch. The Intermediate School services 465 students in grades 3-6. 26% of the students qualify for some type of special education service.

The students are served by 35 FTE educators, which includes a librarian, seven special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher, and an arts and humanities teacher. The students are also served by one principal, 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, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 21st Century programs, which provide virtual after school enrichment in reading and math for students four days a week and virtual school supplemental services during the school day. Students are also provided virtual tutoring services during the week.

Whitley Central Intermediate is continually looking for ways to involve and be involved in community events and activities. When we are not in a pandemic, our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project, Veterans' Day Breakfast, and our Community Wide Thanksgiving Meal in which teachers, students, parents and community members come together to host a wonderful meal for our community. 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. During the pandemic, local businesses have donated masks and other items that families are in need of, and also offered virtual field trips.

Executive Summary for Schools

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.

Notable Achievements

In the last three years, Whitley Central Intermediate (WCIS) has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years and the new rating of 4 Star School. Based on 2018-2019 KPREP data, our school maintained high rates of proficient and distinguished and maintained low percentages of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. The number of students scoring novice in reading and math in the gap groups was also very low.

Due to mandatory non-traditional instruction (NTI) caused by Covid-19, our feeder school Whitley Central Primary did not get to assess the students using the IOWA Achievement Test for math and reading last spring. Therefore, the notable achievements are estimates from the lower confidence bound forecast data from the IOWA Achievement Test. Using the forecast data for the 2019-2020 academic year, we are also particularly proud of our forecasted IOWA Achievement Test scores. Kindergarten-2nd grade was well above grade level in all areas. Kindergarten's grade equivalent was above grade level on ELA 1.5, Math 1.3, Core Composite 1.5. 1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.2, Core Composite 2.4. 2nd grade's grade equivalent was above grade level on ELA 3.4, Math 3.6, Core Composite 3.2. 1st grade ELA and 2nd grade Math grade equivalent stayed the same.

In the last three years, our feeder school Whitley Central Primary School has also made several important achievements in multiple areas. For the 2018-2019 academic year, we are also particularly proud of our IOWA Achievement Test scores. Kindergarten-2nd grade were well above grade level in all areas. Another notable achieve was on the Brigance Kindergarten Readiness Screener. 58.2% of students were Kindergarten Ready on the Brigance K-screen. Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

For the 2018-2019 school year, Whitley Central Intermediate's proficiency score was 91.3, the highest in the Whitley County School District. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity. Because of this collaboration our schools were recognized as 4 Star Schools by the South East South Central Cooperative. Below are some areas of notable achievement for WCIS for the 2018-2019 school year.

71.7% of 3rd grade students scored proficient or distinguished in reading.

68.3% of 3rd grade students scored proficient or distinguished in math

75% of 4th grade students scored proficient or distinguished in reading.

71.3% of 4th grade students scored proficient or distinguished in math.

71.4% of 5th grade students scored proficient or distinguished in reading.

64.8% of 5th grade students scored proficient or distinguished in math.

79.8% of 6th grade students scored proficient or distinguished in reading.

68.9% of 6th grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math maintained low percentages in all grade levels.

Third Grade – 7.1% of students scored novice in reading and 2.7% in math.

Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.

Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.

Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

Various areas of concerns & improvement plans:

During the 2019-2020 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decrease novice percentages in reading and math. We allocated intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans for those students to ensure that we did everything possible to help those students achieve growth. Unfortunately, because of the pandemic we did not get any data to see if we reached our goals for the 2019-2020 school year. We will keep striving to maintain high proficiency levels and promote an increase in our growth scores as we have transitioned our instruction to a virtual setting.

Based on 2018-2019 KPREP data, our school continued to maintain a low percentage of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. While our proficiency score dropped slightly from 95.3 to 91.3, our proficiency score was still rated very high.

Based on 2018-2019 KPREP data our overall growth score was 54.4 which was rated low. We were .6 points away from medium growth which is 55. Our growth goal for 2019-2020 is to achieve a growth score of 57.4 or higher.

In 2017-2018 KPREP 53% of fourth grade students scored proficient or distinguished in science. Based on 2018-2019 KPREP data 55.6% of the fourth grade students scored proficient/distinguished in science. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in science from 55.6% to 57.1% or higher.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Based on 2018-2019 KPREP data 49.5% of students scored proficient or distinguished in writing. Our writing goal for 2019-2020 is to increase the percentage of students scoring proficient/distinguished in writing from 49.5% to 51% or higher.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Based on 2018-2019 KPREP data 70.5% of students scored proficient or distinguished in social studies. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in social studies from 70.5% to 72% or higher.

Using our KASC K-PREP Data Forecast our academic goals for 2020-2021 are:

To increase our growth score from 54.4 to 57.4 or higher.

To increase the number of students scoring proficient/distinguished in math to 70% or higher.

To increase the number of students scoring proficient/distinguished in reading to 75% or higher.

To increase percentage of students scoring proficient/distinguished in science to 57.1% or higher.

To increase the percentage of students scoring proficient/distinguished in writing from to 51% or higher.

To increase percentage of students scoring proficient/distinguished in social studies to 72% or higher.

Teachers will attend 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. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th 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 increase growth and continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small

group tutoring sessions. These students then receive small group instruction. We analyze mid-year MAP data again in December to measure progress made during tutoring sessions.

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

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, 180 Days of Writing, and Myon. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs.

To encourage students to read and go beyond their AR goals, our staff will offer a reading incentives. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners. To make sure our students still have access to books during the pandemic, students can email the librarian with a list of books they would like to read, the librarian finds their books, bags them, and the students' parents come pick up the books. While students are learning virtually our librarian has teamed up with our Family Resource Coordinator to offer students incentives to read. Students are recognized and given a brag bag for reaching their reading goals.

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

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

To increase growth and continue to reduce the percentage of students scoring novice in math, MIT team meets regularly and shares strategies from their training with their grade level peers.

Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need. The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in third grade.

Teachers will also continue to supplemental resources such as Myon, Study Island, Xtra math, IXL, Wordly Wise Vocabulary Instruction, Vocabulary City, Simple Solutions Science & Social Studies, and IReady Writing to supplement students' practice of skills in reading, math, writing, science, and social studies. Students whose MAP scores indicate a weakness in reading or math will be referred for tutoring to give them additional opportunities to practice skills and activities designed to address their individual areas of need.

To increase student performance in reading and math during remote distance learning, our school will implement distance learning strategies for their classrooms on 1:1 Chromebooks, Google Classroom, Spelling City, Bookwidgets.com, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, GoMath ThinkCentral, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer. We will also service students in-person using target groups and small group instruction during remote learning. During the pandemic, student instruction will be conducted via virtual, paper NTI packets, jump drives, target groups, hybrid A/B schedule, and traditional in-person schedule.

Executive Summary for Schools

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.

School's Purpose

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 goal is that 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 and 21st Century programs. WCIS is a Title I school using funds to offer Math and Reading Intervention through small group pull outs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional programs include Read to Achieve Intervention teacher, Math Intervention teacher, Save the Children, and Family Reading/Math Nights. Our Save the Children program has been recognized as one of the top 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.

WCIS uses a variety of services and modes to deliver instruction in every classroom. Each student utilizes a chromebook during in seat classes and distance learning. Every teacher has a Google Classroom and the school as a whole has access to educational and supplemental programs like Accelerated Reader, MyOn, Epic, Edgenuity, IXL, Extra Math, just to name a few. The school has four highly qualified educators to facilitate RTI services to targeted groups based on assessment data. Additionally, the school's Save the Children program provides supplemental support to struggling readers during school and in after-school and summer settings. Our 21st Century Grant offers academic enrichment opportunities that complement

the students' regular academic programs during non-school hours. Both STC and 21st Century programs assist students in meeting state standards in core academic subjects, i.e., reading and mathematics, all the while offering support to families.

The school has incorporated Chromebooks 1:1 in daily instruction, in seat and virtually, as tools for Zoom sessions during whole group and small group instruction and to access educational programs available to our students. Furthermore, all teachers including homeroom, special education, physical education, science lab, fine arts, as well as, the media specialist and interventionists, upload lessons and materials to their Google Classrooms to guide instruction and enhance Zoom sessions. Students who need additional help during virtual learning have the opportunity to come into the school as part of a target group aimed at reaching learners who need additional support.



2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Whitley Central Intermediate School

Susan Brashear

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Williamsburg, Kentucky, 40769
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the Achievement Gap Group spreadsheet and attach it.

See attachment below.

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

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

Whitley Central Intermediate School provides a positive school climate where individuals feel valued, cared for and respected regardless of economically disadvantaged status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 78% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. At the Intermediate 76% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. Because the gap group makes up large amount of the school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

ATTACHMENTS

Attachment Name

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

There are several gap groups we have successfully closed. In the area of Reading, Students with Disabilities scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018. In 2018-2019 students with disabilities maintained a high proficiency percentage of 82.9%. In the area of Math, Students with Disabilities went from 60.2% in 2015-16 to 59.8% in 2016-2017 to 89% in 2017-2018. . In 2018-2019 students with disabilities maintained a high proficiency percentage of 75.2%. In the area of Writing, Students with Disabilities scores have increased from 16.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018. In 2018-2019 scores increased to 53.9%. In the area of Social Studies, Students with Disabilities scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018. In 2018-2019 scores increased to 75.3%. In the area of Reading the percentage of Economically Disadvantaged Students scoring proficient/ distinguished in 2015-2016 was 62.5%. In 2016-2017 that percentage decreased to

60.7%. In 2017-2018 that percentage increased to 75.7% and then dropped slightly in 2018-2019 to 73%. In the area of Math the percentage of Economically Disadvantaged Students scoring proficient/distinguished in 2015-2016 was 54.2%. In 2016-2017 that percentage decreased to 52.5%. In 2017-2018 that percentage increased to 73.5% and then decreased in 2018-2019 to 64.9%. In the area of Writing the percentage of Economically Disadvantaged Students scoring proficient/distinguished in 2015-2016 was 39.5%. In 2016-2017 that percentage increased to 51.9%. The percentage decreased in 2017-2018 to 48.9%. In 2018-2019 scores increased to 54.5%. In the area of Social Studies the percentage of Economically Disadvantaged Students scoring proficient/distinguished in 2015-2016 was 75%. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern. In 2018-2019 scores increased to 65.2%.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Students with Disabilities Social Studies - 2015-2016 – 77.8% 2016-2017 – 79.2% 2017-2018 – 63.3% 2018-2019 – 75.3% Writing – 2015-2016 – 16.6% 2016-2017 – 29.2% 2017-2018 – 51.6% 2018-2019 – 53.9% Economically Disadvantaged Students Social Studies - 2015-2016 – 73.6% 2016-2017 – 71.6% 2017-2018 – 62.1% 2018-2019 – 65.2% Writing – 2015-2016 - 39.5% 2016-2017 – 51.9% 2017-2018 – 48.9% 2018-2019 – 54.4%

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Students with Disabilities Reading - 2015-2016 – 67.7% 2016-2017 – 72.6% 2017-2018 – 85.2% 2018-2019 – 82.9% Math – 2015-2016 – 60.2% 2016-2017 – 59.8% 2017-2018 – 82% 2018-2019 – 75.2% Economically Disadvantaged Students Reading- 2015-2016 - 62.5% 2016-2017 – 60.7% 2017-2018 – 75.7% 2018-2019 – 73% Math – 2015-2016 - 54.2% 2016-2017 – 52.5% 2017-2018 – 73.5% 2018-2019 – 64.9%

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

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as

a correlating factor to poor achievement. To address this issue during in seat instruction, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. We provided rewards for perfect attendance at the end of each grading period; however, we have begun rewarding students daily by recognizing the classes each day that have perfect attendance. We also provide rewards monthly for the classes that have had perfect attendance during the month and the highest percentage during the month for each grade level. Mid-way through the grading period we provide further incentives for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school. During remote/virtual instruction, teachers host multiple zoom sessions daily with students. Teachers also provide office hours for students who need additional one on one or small group instruction. Students can also request specific times to get help when needed. When students miss zoom sessions or do not turn in their assignments, teachers and/or attendance clerk and principal call home, send Remind messages, or email the students or their guardians to see why the student was absent or have missing assignments. When no one can be reached by phone, message, or email home visits are made by attendance clerk, family resource coordinator, and/or school resource officer. Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. At WCCP the pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. The kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and kindergarten, many of the students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in kindergarten who continue to perform below grade level. Those students make gains as they progress through pre-school through second grade, but many of them do not grow enough growth academically and/or socially to perform on grade level by the time they reach third grade. WCCP and WCIS will continue various interventions and monitoring of their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century and Save the Children grants whether it be remotely or with in seat instruction.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement

gap. List the names and roles of strategic partners involved.

Whitley Central Intermediate School involves all stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. We review all relevant student academic performance data and include an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, and other stakeholders. Our teams analyze assessment data to determine the needs of our school. The goals are determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP, and IOWA Achievement test for grade 2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Impact Survey are the primary sources of data. Our teams also analyze teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. We use PLC meeting times for total data analysis to drill down on reports. This valuable information helps our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data is available, it is discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership. We look at the data from individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. We also discuss standards that are shared between two consecutive grade levels. The teachers in the consecutive grade levels meet to break down those shared standards to identify how the content in each of those standards are being taught and how the teachers can plan their delivery methods in a way that ensure the most beneficial instruction of each shared standard. The CSIP is sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting. Susan Brashear, Principal Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy

Chaffman Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses
Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle Whitley Central
Intermediate 6th Grade Lead Teacher, Kim Lake Whitley Central Intermediate School
Teachers Family Resource Center Director, Angie Baker Family Resource Center
Assistant, Debbie Crusenberry Family Resource Advisory Council Save the Children
Site Coordinator, Tonya Frazier 21st Century Coordinator, April Bowman Math
Intervention Teacher, Elizabeth Kidd Reading Intervention Teacher, Jennifer
Meadors Site Base Decision Making Council Members: Bryan Stewart (teacher),
Cindy Moses (teacher), Elizabeth Kidd (teacher), Stephanie Patrick (parent), Melissa
Lawson (parent) Whitley Central Primary Principal, Brandon Anderson Whitley
Central Primary 2nd Grade Lead Teacher, Michelle Shelley Whitley Central Primary
1st Grade Lead Teacher, Lisa Sweet Whitley Central Primary Kindergarten Lead
Teacher, Vicky Walden Whitley Central Primary School Teachers Family Resource
Center Director, Angie Baker Family Resource Center Assistant, Debbie Crusenberry
Family Resource Advisory Council Save the Children Site Coordinator, Joy Begley
Math Intervention Teacher, Stacey Prakash Reading Recovery Teachers, Yvonne
Lowrie & Linda Watson Whitley Central Primary Site Base Decision Making Council
Members: Jamie Davis (teacher), Chris Angel (teacher), Stephanie Jones (teacher),
Leann Kersey (parent), Carla Rose (parent)

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our school's professional development and extended school service will continue to be based on individual teacher needs as evidenced by teacher evaluations, teacher's self-reflections, professional growth plans and student needs. Extended school services will continue to be offered through the 21st CCLC & Save the Children programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services during in seat instruction and remote after-school homework help, tutoring, and enrichment services during the pandemic while we are instruction remotely. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk

students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. The District Writing Specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team teaching opportunities to special education classes during pull-out sessions.

III. Planning the Work

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

See attachment below.

ATTACHMENTS

Attachment Name




Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

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

See attachment below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Analysis	Achievement Gap Analysis	• II.A
 Achievement Gap Group Identification	Achievement Gap Group Identification	• I
 Closing the Achievement Gap Summary	Closing the Achievement Gap Summary	• III

Achievement Gap Analysis

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

Whitley Central Intermediate School provides a positive school climate where individuals feel valued, cared for and respected regardless of economically disadvantaged status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 78% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. At the Intermediate 76% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. Because the gap group makes up large amount of the school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

There are several gap groups we have successfully closed. In the area of Reading, **Students with Disabilities** scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018. In 2018-2019 students with disabilities maintained a high proficiency percentage of 82.9%.

In the area of Math, **Students with Disabilities** went from 60.2% in 2015-16 to 59.8% in 2016-2017 to 89% in 2017-2018. . In 2018-2019 students with disabilities maintained a high proficiency percentage of 75.2%.

In the area of Writing, **Students with Disabilities** scores have increased from 16.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018. In 2018-2019 scores increased to 53.9%.

In the area of Social Studies, **Students with Disabilities** scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018. In 2018-2019 scores increased to 75.3%.

In the area of Reading the percentage of **Economically Disadvantaged Students** scoring proficient/distinguished in 2015-2016 was 62.5%. In 2016-2017 that percentage decreased to 60.7%. In 2017-2018 that percentage increased to 75.7% and then dropped slightly in 2018-2019 to 73%.

In the area of Math the percentage of **Economically Disadvantaged Students** scoring proficient/distinguished in 2015-2016 was 54.2%. In 2016-2017 that percentage decreased to 52.5%. In 2017-2018 that percentage increased to 73.5% and then decreased in 2018-2019 to 64.9%.

In the area of Writing the percentage of Economically Disadvantaged Students scoring proficient/distinguished in 2015-2016 was 39.5%. In 2016-2017 that percentage increased to 51.9%. The percentage decreased in 2017-2018 to 48.9%. In 2018-2019 scores increased to 54.5%.

In the area of Social Studies the percentage of Economically Disadvantaged Students scoring proficient/distinguished in 2015-2016 was 75%. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern. In 2018-2019 scores increased to 65.2%.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two years when analyzing trends.

Students with Disabilities

Social Studies - 2015-2016 – 77.8%
2016-2017 – 79.2%
2017-2018 – 63.3%
2018-2019 – 75.3%

Writing – 2015-2016 – 16.6%
2016-2017 – 29.2%
2017-2018 – 51.6%
2018-2019 – 53.9%

Economically Disadvantaged Students

Social Studies - 2015-2016 – 73.6%
2016-2017 – 71.6%
2017-2018 – 62.1%
2018-2019 – 65.2%

Writing – 2015-2016 - 39.5%
2016-2017 – 51.9%
2017-2018 – 48.9%
2018-2019 – 54.4%

- D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.**

Students with Disabilities

Reading - 2015-2016 – 67.7%
2016-2017 – 72.6%
2017-2018 – 85.2%
2018-2019 – 82.9%

Math – 2015-2016 – 60.2%
2016-2017 – 59.8%
2017-2018 – 82%
2018-2019 – 75.2%

Economically Disadvantaged Students

Reading- 2015-2016 - 62.5%
2016-2017 – 60.7%
2017-2018 – 75.7%
2018-2019 – 73%

Math – 2015-2016 - 54.2%
2016-2017 – 52.5%
2017-2018 – 73.5%
2018-2019 – 64.9%

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

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue during in seat instruction, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. We provided rewards for perfect attendance at the end of each grading period; however, we have begun rewarding students daily by recognizing the classes each day that have perfect attendance. We also provide rewards monthly for the classes that have had perfect attendance during the month and the highest percentage during the month for each grade level. Mid-way through the grading period we provide further incentives for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school.

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Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. At WCCP the pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. The kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and kindergarten, many of the students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in kindergarten who continue to perform below grade level. Those students make gains as they progress through pre-school through second grade, but many of them do not grow enough growth academically and/or socially to perform on grade level by the time they reach third grade.

WCCP and WCIS will continue various interventions and monitoring of their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century and Save the Children grants whether it be remotely or with in seat instruction.

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

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total data analysis to drill down on reports. This valuable information helps our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data is available, it is discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership. We look at the data from individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. We also discuss standards that are shared between two consecutive grade levels. The teachers in the consecutive grade levels meet to break down those shared standards to identify how the content in each of those standards are being taught and how the teachers can plan their delivery methods in a way that ensure the most beneficial instruction of each shared standard. The CSIP is sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

Susan Brashear, Principal

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

21st Century Coordinator, April Bowman

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

Site Base Decision Making Council Members: Bryan Stewart (teacher), Cindy Moses (teacher), Elizabeth Kidd (teacher), Stephanie Patrick (parent), Melissa Lawson (parent)

Whitley Central Primary Principal, Brandon Anderson

Whitley Central Primary 2nd Grade Lead Teacher, Michelle Shelley

Whitley Central Primary 1st Grade Lead Teacher, Lisa Sweet

Whitley Central Primary Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

Whitley Central Primary Site Base Decision Making Council Members: Jamie Davis (teacher), Chris Angel (teacher), Stephanie Jones (teacher), Leann Kersey (parent), Carla Rose (parent)


G. Describe, in detail, the school's professional development plan related to its achievement gaps.

Our school's professional development and extended school service will continue to be based on individual teacher needs as evidenced by teacher evaluations, teacher's self-reflections, professional growth plans and student needs. Extended school services will continue to be offered through the 21st CCLC & Save the Children programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services during in seat instruction and remote after-school homework help, tutoring, and enrichment services during the pandemic while we are instruction remotely. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs,


and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. The District Writing Specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team teaching opportunities to special education classes during pull-out sessions.

Gap Group/Total number of students		Percentage of Total School Population
Economically Disadvantaged	371	76.00%
Students with Disabilities	125	26%
Data collected from Infinite Campus Ky. State Reporting 2019-2020		


Closing the Achievement Gap Summary

Measurable Gap Goal	Strategy to Address Goal	Activities to Implement Strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
<p>Increase the percentage of students scoring proficient/distinguished in reading and/or math who qualify for students who are economically disadvantaged.</p> <p>Objective 1: Collaborate to increase the percentage of P/D in reading and math for students who qualify for free/reduced lunch. *Reading from 73% to 74.2% or higher *Math from 64.9 to 66.5 or higher</p>	<p>(A) Design, align, and deliver support processes with sub-group focus (B) Review, Analyze and Apply Data Results</p> 	<p>(A) – RTA, MIT, Title I teaches will provide students with small group instruction (in seat/remotely) in order to individualize instruction to enhance reading scores. (A) – Students attending Save the Children Program & 21st Century Program will participate (in seat or remotely) during and after school programs to enhance reading skills. (A) – Remote homework help/tutoring sessions are made available by request 5 days/week before school. (A) – Family Reading & Math Nights to increase parent/guardian involvement and awareness. (A) – Assess students with universal screener to determine need for RTI</p>	<p>RTA/MIT Teachers</p> <p>April Bowman & Tonya Frazier</p> <p>WCIS Teachers</p> <p>MIT & RTA Teachers</p> <p>Teachers & Principal</p>	<p>Analysis of formative/summative assessments, STAR, MAP, Reports from IXL, Study Island, Moby Max, and reviewing the Watch List</p>	<p>Grant Funds</p> <ul style="list-style-type: none"> • Save the Children • 21st Century • RTA • MIT • Title I Funds <p>FRC No Funding</p>

Closing the Achievement Gap Summary

		<p>Intervention. Then provide research based strategy in math and reading to decrease achievement gaps.</p> <p>(A) – Daily DOL practice for 3-6 grade students</p> <p>(A) – Use technology as a resource for teachers and students to introduce and practice content. Students and teachers are equipped 1:1 with Chromebooks and have numerous online resources are available. (Study Island, IXL, Wordly Wise, Spelling City, Flip Grid, Go Math Think Central, and many more)</p> <p>(A) – 21st Century offers academic support administered in after school tutoring during in seat instruction or remote learning clubs to support and reinforce math & reading content.</p> <p>(A) – Students are offered targeted instruction time for up to two hours on a rotation during remote learning time.</p> <p>(A) – During in seat instruction flexible special class schedule allows students to receive an extra hour of language and math practice weekly.</p> <p>(B) – Teachers utilize various data such as MAP, Study Island, IXL, etc. To</p>	<p>Teachers</p> <p>WCBOE & Principal</p> <p>21st Century Coordinator & WCIS Teachers</p> <p>Teachers & Principal</p> <p>Principal & Special Class Teachers</p> <p>Teachers & Principal</p>		
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Closing the Achievement Gap Summary

		<p>identify student weakness in math and reading. Teachers create individual learning plans for students based on analyzed data.</p> <p>(B) – Teachers & principal meet in weekly/bi-weekly PLCs to analyze formative and summative assessment data, identify gaps in instruction and learning and plan strategies to close instructional gaps.</p> <p>(B) – 21st Century coordinator uses MAP & STAR data to track student progress and to identify students who need to be included in the program to receive more support in reading and math.</p> <p>(B) – Teachers and SBDM council review student performance data to monitor progress.</p>	<p>Teachers/SBDM</p> <p>21st Century Coordinator, April Bowman</p> <p>Teachers, Principal & SBDM Council</p>		
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