# 2022-23 Phase One: Continuous Improvement Diagnostic for Districts

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

**Whitley County**
**John Luster Siler**
300 Main Street
Williamsburg, Kentucky, 40769
United States of America

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The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2022-23 diagnostics is as follows:

**Phase One: August 1 - October 1**
• Continuous Improvement Diagnostic for Districts
• Executive Summary for Districts

**Phase Two: October 1 - November 1**
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

**Phase Three: November 1 - January 1**
• Comprehensive District Improvement Plan
• The Superintendent Gap Assurance

**Phase Four: January 1 - December 31**
• Continuation of Learning Plan for Districts (Due May 1)
• English Learner Plan for Districts (Lau Plan) (Due May 1)
• Professional Development Plan for Districts (Due May 1)
• Progress Monitoring

*As superintendent of the district, 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. I also assure that*

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*the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).*

Please enter your name and date below to certify.

John L. Siler

September 12, 2022

# 2022-23 Phase One: Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

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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?

Located in the Cumberland Mountains in southeastern Kentucky, the county has a total of 438 square miles. It is located at least 80 miles from the economic and cultural advantages found in larger cities. The demographic make up of our area has not changed noticeably over the past five years and includes (according to the U.S. Census): 97% white, 1.0% black, 0.3% Indian, 0.4% Asian, 1.6% Hispanic/Latino, and 1.3% are identified as two races or more. Furthermore, the county has a population of approximately 36,939 people. According to the Bureau of Labor and Statistics, the July 2022 unemployment rate was 4.7%. The U. S. Census reports the median household income for Whitley County is $39,258, which is well below the Kentucky state average of $52,238. There is also 81.0% of the county's population that are high school graduates or higher. According to the 2021 - 2022 Qualifiting Data Report, 100% of Whitley County's students recieve free or reduced lunch. These cultural and economic deprivations are learning barriers our school district must work to overcome. The Whitley County School District, established in 1818, serves students from preschool through grade 12. The schools include one primary, one intermediate, five elementary, one middle, one high, one alternative, and one virtual school. Our district also houses an Adult Education Center that provides service to community members including parents of our students. Our district has contracted with Cumberland River Behavorial Health so that counselors can be housed within certain schools that service students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. The school serve the students, as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper as seen by the new CTE building being constructed on our central campus. This building will house a carpentry classroom and lab, electrical classroom and lab, and a JROTC room. Opportunities for post-secondary education are varied, with several universities within the vicinity: University of the Cumberlands, Union College, Eastern Kentucky University - Corbin Campus, and Somerset Community College's Laurel County Campus are all within a 25 mile radius.

School's Purpose

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

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We, the staff of the Whitley County School District, believe that ALL studens can learn and that it is our responsibility to ensure ALL students acquire the skills necessary to function as productive citizens in the community. The Whitley County School Distict Leadership and Instructional Team provides a systemic instructional process which includes: coordinating and providing resources for school Mulit-Tiered Systems of Support teams to address academic needs for students; contintuing to provide research-based resources for reading, math, science, social studies, and writing; maintaining a system of progress monitoring as evidenced by tools such as progress monitor data, lesson plans, walk through documentation, common assessments, and professional learning communities; building capacity of teachers to utilize the literacy strategies provided by GRREC to meet the cognitive demands of the Reading and Writing Standards; buidling capacity of teachers to intergrate rigourous, engaging mathematical experiences; building capacity of teachers to implement through course tasks, classroom embedded assessments, and claim-evidence-reasoning instruction to meet the cognitive demands of the Next Generation Science Standards; continuing to provide gifted and talented workshops to elementary studens to provide enriching lessons and activities that focus on identified gifted areas; address the barriers that homeless children and youth face in enrolling, attending and succeeding in school; and continuing to provide technical assistance and support for schools in software setup: STAR, Accelerated Reader, Study Island, MAP, CERT, AIMSweb Plus, Review 360, Vocabulary A - Z, Amira, IXL, Generation Genius, and other core programs. Academic programs include Reading Recovery, CIM (Comprehensive Intervention Model), Add + Vantage Math Recovery, 21st Century Community Learning Centers, Save the Children Early Steps to Schools Success, GEAR UP Mentoring and Tutoring, College and Career Readiness in math, Reading Intervention at the high school, honors courses, Advanced Placement courses, Dual Credit courses and a College Success Coach. Vocational programs offered through the Corbin Area Techonology Center include career pathways focused on automotive technology, electrical technology, emergency mangagement services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways on campus; these courses include administrative support, allied health, agriculture power, structural and technical systems, business and marketing education, business multimedia, culinary marketing, web development administration, education, engineering, Bio-Med, electrical, welding, and carpentry. Athletic programs include baseball, basketball, softball, fishing, cheerleading, cross country, football, golf, soccer, tennis, track and field, volleyball, wrestling, and eSports. The Whitley County School District offers a diverse curriculum and provides a variety of programs and services designed to meet the needs of ALL students, regardless of race, color, national origin, sex, age, poverty, and disability. The Whitley County School District's Comprehensive Improvement Plan is data driven and based on results from state assessments, district assessments, universal screener, common assessments, surveys, etc. Test results are disaggregated into subgroups to highlight celebration points and areas to target for needed assistance and support. The district leadership team anaylzes district level data to pinpoint assistance and support improvement efforts in the areas of curriculum, instruction, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title I, Save the Children (including CHANGE, Reading and Literacy, Math Literacy, Kindergarten Readiness, and Early Steps to School Success programs), Special

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Education, Gifted and Talented, Family Resource/Youth Service Centers, alternative education, early childhood programs, adult and community education, and dropout prevention. Classroom teachers regularly differentiate instruction based on student achievement and success in a safe, secure, and nurturing environment for teaching and learning. All schools in the district have implemented professional learning communities (PLC) that focus on student learning through three major components: curriculum, instruction, and assessment. The format for the professional learning communities follows a process of continuos improvement that incorporates planning, implementation, analysis of results, and next steps to move students learning forward. Supported by district coaches, each school analyzes its own student performance data and uses the results to drive instruction and improvement plans. Every school offers various opportunities for students in arts and humanities, physical education, practical living, and technology that are embedded in the curriculum. The Whitley County School District is committed to providing a safe, supportive environment to meet the individual needs of all students to ensure students are transition ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with graduation, college, career, and life. We envision providing our students a learning experience in which all students achieve proficiency.

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.

The technology to student ratio is 1 to 1 for all students in grades K - 12. All teachers have a Chromebook and a paid Zoom account in which they can hold Zoom sessions with their classes and record those sessions for students and parents to watch (if needed). All classrooms are equipped with ViewSonic Interactive Boards/ Panels, OptiPlex 5080 desk top computers, and document cameras. Our Chief Information Officer is an Apple Certified Support Professional, Apple Certified Technical Coordinator, and Microsoft Certified. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Advisory Committee. The committee looks at Infinite Campus data and safe schools data that must be reported to the state and also looks at best practices and informs school districts of the best practices. The Whitley County School District received several grants that are assisting our schools with instruction and intervention. The district is in the second year of the Kentucky Compehensive Literacy Grant, first year of professional learning implementation,  to help provide literacy professional learning and a literacy rich environment from birth to 12th grade. Seven of our elementary schools received the Read to Achieve (RTA) grant which provides professional learning about reading intervention in small groups, individual, or collaborative setting to students in kindergarten through 3rd grade. Our district also have seven full sites, one at each elementary school, of Save the Children. These extensive grants have several components: In-School Literacy (Reading and Math), After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community

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Engagement, and Kindergarten Readiness. All seven of our elementary schools, our middle school, and our high school have also received the 21st Century Community Learning Center grants which provides academic intervention and enrichment activities along with youth development activities. Clubs are offered throughout the school year and also during the summer. Clubs focus on academics, physical education, and leadership. Educational services and skill building activities are offered to family members of participating students in order to further engage parents in their student's learning and achievement goals. Our district is also in the 2nd year of the GEAR UP Grant through Berea College. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students in the 8th grade. The grant will follow this cohort of students through thier journey of high school and into their first year of college. We have also continued to work with the sheriff's department on the Cops School Violence Prevention Program Grant. The school district has also continued to partner with Save the Children in the Rural Accelerator Initiative focused on 3rd grade reading. The Whitley County School District has also received the McKinney-Vento Grant, the Stewart B. McKinney Homeless Grant, and the American Relief Program SBM Homeless Grant. All three of these grants will assist our district in providing needed services to our students who qualify as homeless. Our district also continues to have the Grow Your Own Grant that created the pathway for our high school students who are interested in becoming an educator. The district improvement committee consist of School Based Decision Making Councils (SBDM), curriculum planning committees, KyCL teacher cohort, AIMSweb Plus, Review 360, Study Island school leaders, and professional learning communities. The district provides systemic teacher evaluations for professional growth. Sixth grade transisiton activities occur as a collaboration between our elementary schools and our middle school. Technology continues to be developed and updated to meet the district's teaching and learning needs.

Additional Information

**CSI/TSI (including ATSI) Schools 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

Additional Information

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

The Whitley County School District employees five instructional coaches and a technology integration specialist who coordinate educational programs to ensure student and teacher success. The coaches provide support and guidance in continued application of the Kentucky Academic Standards. They offer supprt and job-embedded professional learning through co-teaching, professional learning communities, and professional learning sessions. They provide teachers and

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administrators with instructional needs and interventions as needed. They also coordinate and facilitate reading and math nights, involoing parents and community members in academic activities. Four of the instructional coaches are participating in the New Teacher Center Foundational Institute for Coaches through SESC. Four of the intstructional coaches and four teacher leader/coaches are also participating in the Deeper Learning Coaching Initiative. One of our instructional coaches serves on the 21st Century Community Learning Center State Advisory Board. One instructional coach serves as chairperson of the Whitley County Rural Accelerator Initiative and the Leadership Table and another instructional coach serves as the vice chairperson. The district provides a variety of services for students with disabilities and for teachers of special needs students. Whitely County maintains a partnership with higher education organizations and the local college to train pre-service teachers and to ensure the success of new and intern teachers. Four instructional coaches oversee the Colonel Teacher Internship Program for new teachers. This program meets monthly and the teachers are provided with instructional strategies that can be used in the classroom. The Whitley County School District also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County McKinney-Vento Homeless Liaison helps identify students who lack basic life necessities. The program helps to eliminate these and other non-instructional barriers to learning. The liaison also serves on the board for the local homeless shelter. Another community-based prograim is the Parents As Volunteer Educators (PAVE), which recruits parents and coordinates their efforts to assist in the schools, working with teachers and students. Adult education programs, including GED assistance, are provided free of charge by the school district. Save the Children initiatives and programs target at-risk students early in life and offer acadmic and motivational activities. Through a federal grant award, the school district provides free breakfast and lunch to all students. The Whitley County School District Public Relations Department keeps the community informed about school news and programs. All of the preschoo centers int the Whitley County School District received a 5 KY All-STARS rating.  The JROTC unit at WCHS has been recognized as "Honor of Distinction" since 1993. There have been 59 high school students selected as Governor's Scholars over the last 13 years and there are over 398 historical members of the National Honor Society. During the 2022 Senior Honors Night, there were approximately $620,000 awarded in one year scholarships and $2,400,000 awarded in four year scholarships. One high school student attended the Gatton Academy. Two students earned an associates degree from the University of the Cumberlands upon graduation from WCHS. We are currently completing the construction of a new Career and Technical Education facility.j

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|

# 2022-23 Phase Two: The Needs Assessment for Districts

2022-23 Phase Two: The Needs Assessment for Districts

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# 2022-23 Phase Two: The Needs Assessment for Districts
**Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts 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 districts, each district to 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.
     Protocol
          1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.
          The Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders.  These various partners share a vision that students and community come first in our district.  We also share a common goal of continuous improvement that will result in success for all learners.  Our district uses multiple forms of data available for review and analysis, focusing on three major domains: leadership capacity, learning capacity, and resource capacity.  These domains domains target conditions that are necessary to support organizational effectiveness and improve student performance.  The capacity of leadership consists of progress toward objectives and includes fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership; the ability to engage stakeholders; and the capacity to implement strategies to improve learner and educator performance.  The impact of teaching and learning is built upon a culture of high expectations for learning along with quality programs and

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services which includes an analysis of results. The use of resources ensures alignment and equitable distribution to effectively address needs and support for professional learning for all staff as well as examining the allocation and use of resources to establish appropriate levels of funding, sustainability, and effectiveness.

The Whitley County School District implements a comprehensive assessment system the produces data about student learning and system effectiveness and uses the results to guide continuous improvement. The data sources that focus on student performance include Kentucky Summative Assessment, ACT, Post-Secondary Readiness, MAP, CERT, TEDS, common assessments, IOWA Assessment, Brigance data, MTSS/RTI and progress monitoring data, Individual Learning Plans (ILPs), and principal walk-through observations. Sources of learning environment data include Impact Kentucky Survey results, principal walk-through observations, professional growth plans, professional development surveys, Family Resource/ Youth Service Center data, and Parents as Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and financial data.

The district planning team meets frequently to analyze and discuss assessment data and concentrates on the following questions:

- In what subject areas are we performing well?
- What are our areas of strength?
- Where are our gaps? In what subgroups do they exist?
- What grade levels are performing well in the areas of reading, math, science, social studies, and writing?
- Are there emerging trends in the data? If so, where do they exist? What are the trends revealing?
- What specific Kentucky Academic Standards do we need to identify for improvement?
- Are we demonstrating progress with continuous improvement goals and strategies? Where should we focus our efforts?
- Are our students demonstrating growth from district assessments to state assessments? What needs from the subgroups do we need to target for support? How do we focus our efforts on those students who are not demonstrating growth? How do we enrich learning for students to encourage growth?
- What program areas need support to assist with our whole child approach?
- What percent of our students are college and/or career ready? What percentage are academic ready? What percentage are career ready? How should we focus our efforts so students are prepared to succeed in the next stage of their lives?
- What career and technical education areas are our students receiving certification? What areas do we need to focus on? What standards do we need to target according to trend data?

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- How are English Learners progressing?  Are there barriers we need to identify and remove to increase the success of these students?  What resources will assist in this endeavor?
- What percent of our students are graduating within 4 years?  Within 5 years?  What do the trends indicate?  Are there barriers we need to identify and remove to increase the graduation rate of these students?
- What improvements do we need to make in regards to Educating All Students; Feedback and Coaching; Managing Student Behavior; Professional Learning; Resources; School Climate; School Leadership; and Staff-Leadership Relationships?

In addition to answering these questions, we examine our alignment with the Kentucky Board of Education Delivery Targets through the evaluation of the Key Core Work Processes:

- Design and Deploy Standards - What should students know and be able to do?  Is curriculum taught at a high level of fidelity?  How do teachers adjust the curriculum content and pasting to meet students' needs based on formative and summative assessments?  Is it effective?  Is our protocol for reviewing and revising the curriculum effective in meeting our curricular needs?
- Design and Deliver Instruction - How will they learn it?  Is our protocol for ensuring instructional needs are met through Tier I and Tier II effective?  How do we ensure that appropriate and effective high yield strategies are implemented and are effective?
- Design and Deliver Assessment Literacy - How will we know if they have learning it?  Have we ensured that our assessment system is balanced?  Are we continuing to use appropriate assessment design that best evaluates the level of student learning?  Are teachers using feedback effectively?  How well are students communicating and evaluating their progress and setting learning goals?
- Review, Analyze, Apply Data Results - How will we know if they have learning it?  Have we ensured that assessments are high quality and aligned to the rigor of the standards?  How is student data being used to drive instruction?  Are students achieving mastery with the standards?  Are we redoing the number of students scoring novice?
- Design, Align, and Deliver Support Process - What will we do if they know it already, don't know it, or need other support?  Are our processes for monitoring behavioral and academic interventions effective?  Can we identify and involve stakeholders to assist in improvement planning and measuring progress toward our goals?
- Establish Learning Culture and Environment - What will we do if they know it already, don't know it, or need other support?  How are we ensuring that all classrooms are culturally responsive to students' needs?  How do we develop educator capacity and ensure that all educators are successful?  Are we effectively addressing barriers to learning with students and parents?

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Under the guidance of our Superintendent and Deputy Superintendent, the Whitley County Schools District Leadership Team assists our schools with additional support, communicate district-wide expectations and policies, and obtain substantial stakeholder involvement to support academic achievement and growth of all our students.  District instructional coaches provide regular assistance and support to all schools as wells as maintain curriculum resources and highlight best practices in reading and writing, math, science, and social studies.  Reports from curriculum, assessments, and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, Amira, STAR Reading and Math, STAR Early Literacy, IXL, CERT, etc. are utilized and reviewed for implementation, support, and impact on student learning and achievement.  Data disaggregation occurs through weekly PLC meeting and scheduled flex time with the Plan, Do Study, Act Protocol.  Principals present data results, improvement plans, delivery targets, and next steps to their School-Based Decision Making (SBDM) Councils.  Additionally, principals present this information to the members of the Whitley County Board of Education.  Progress monitoring is common practice through implementation and impact checks as they are part of the SBDM agendas.  Regular monitoring and support are provided through the district leadership team.  Teachers continue to utilize the Google Classroom platform for teaching and learning with their students.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

The Whitley County School District reviewed the implementation of the goals, objectives, strategies, and activities of the previous years' Comprehensive District Improvement Plan (CDIP).  One success is our overall performance rating for the elementary and middle school level was rated "high" and the high school level was rated "medium". The indicators in reading, math, science, social studies, and combined writing were rated high at the elementary and high school level.  The elementary level received a rating of very high for the climate and safety survey indicator.  This success can be attributed to the following:

- A district instructional coach assigned to each school who provides support through PLCs

- Intensive data review and analysis

- Focus on barriers to eliminate social and emotional obstacles

- District and school-wide MTSS teams

- Accelerated instruction with intervention and enrichment supports

- Deeper learning initiative targeting student engagement

- Literacy initiative to leverage content in math, science, and social studies

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After looking through the post-pandemic lens, our current status is not to the district's high level of standard. Upon reflection, we are looking at goals and data from pre-pandemic years to guide the current CDIP and reflect future changes that ensure high student achievement and success.

Implementation from the previous plan serves as a framework for the development of the current district improvement plan. The district is developing a plan that will be based on this framework while making additions that will strengthen it and prepare students for the future.

Trends

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

**Example of Trends**

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

The Whitley County School District has compared data trends from the previous two academic years. However, it is important to note that in 2020-2021, data from the school report card was reported by school/district enrollment/participation. School report card data from 2021-2022 was reported based on accountability using the 100-day rule.

At the elementary level, the percentage of students scoring proficient/distinguished in reading increased by 17% from 40% to 57%. In math, the percentage of students scoring proficient/distinguished improved from 23% to 52%, an increase of 29%. The percentage of students scoring proficient/distinguished in science increased from 28% to 46%, a gain of 18%. In combined writing, the percentage of students scoring proficient/distinguished slightly increased from 41% to 44%, a gain of 3%.

At the middle school level, the percentage of students scoring proficient/distinguished in reading increased from 47% to 52%, a gain of 5%. In math, the percentage of students scoring proficient/distinguished improved from 29% to 46%, an increase of 17%. The percentage of students scoring proficient/distinguished in science increased 3%; the exact percentages are suppressed. In combined writing, the percentage of students scoring proficient/distinguished decreased from 65% to 48%, a decline of 17%.

At the high school level, the percentage of students scoring proficient/distinguished in reading increased by 13% from 34% to 47%. In math, the percentage of students scoring proficient/distinguished increased 12%; the exact percentages are suppressed. The percentage of students scoring proficient/distinguished in science decreased 12% from the prior year (data is suppressed for 2021-22). In combined

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writing, the percentage of students scoring proficient/distinguished decreased from 64% to 46%, a decline of 18%.  The average graduation rate slightly decreased from 94.5% to 92.6%, a decline of 1.9%.

Based on the trend data from the last two years, our largest gains have been in math proficiency, specifically at the elementary level (+29%).  The average gain across all levels in math is 19%.  Based on trend data, an area for improving proficiency is in combined writing.  While the elementary level made a small gain in writing proficiency, the middle school and high school levels have declined.  The average percentage of decline for writing proficiency is 18%.  At the elementary level, the percentage of students scoring novice significantly decreased in all subject areas.  At the middle school level, the percentage of students scoring novice decreased in reading and science.  This level had slight increases in the percentage of novice in math and writing.  At the high school level, math had a significant decrease in the percentage of students scoring novice while science had a significant increase in the percentage of students scoring novice.  This trend data indicates that an area for targeted improvement in decreasing the percentage of novice students is in science at the high school level.

Trends indicate that the percentage of students with behavior events increased from an average of 1.3% from the prior year to 7.6%, an increase of 6.3%.  The largest categories of events are in harassment/bullying (17.9%), tobacco (47.0%), and other events resulting in state resolutions (28.9%).  According to the Teacher Working Conditions data, the percentage of favorable results increased in School Climate from 72% to 75%, a gain of 3%; in Managing Student Behavior from 77% to 81%, and increase of 4%; and in School Leadership from 70% to 77%, a increase of 7%. Trend data indicates that according to the Quality of School Safety and Climate Survey that our biggest concern is students being hurtful online/internet bullying.


Current State
   4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

**Example of Current Academic State:**
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• 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 rate was 84% for the 2021-22 academic year
• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

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Our Whitley County's School Report Card reports the percentage of students scoring novice, apprentice, proficient, and distinguished for all students assessed in our district. At the elementary level, 57% of students scored proficient/distinguished in reading; 52% in math; 46% in science; 46% in social studies; and 44% in combined writing. At the middle school level, 52% of students scored proficient/distinguished in reading; 46% in math; 31% in science; 39% in social studies, and 48% in combined writing. At the high school level, 47% of students scored proficient/distinguished in reading; 35% in math; science data was suppressed; 33% in social studies; and 46% in combined writing. The data also displayed the average ACT Composite score was 18.2 with an English score of 18.2; reading at 18.8; math at 17.2; and science at 18.2. The percentage of students meeting benchmarks in English is 53%; 45% in reading; and 28% in math. Our average 4 year and 5 year graduation rate stands at 92.6%. The composite score for the Brigance screener shows that 40% of students are ready for kindergarten. Our scores for the domains show that 22% of students scored average or above in the Academic/Cognitive domain; 76% in the Language Development domain; 46% in the Physical Development domain; 40% in the Self-Help domain; and 71% in the Social Emotional domain. According to the Quality of School Climate and Safety Survey, the elementary data was suppressed for the survey. 95% of middle school students and 85% of high school students agree/ strongly agree that their school is a caring place. 89% of high school students and 92% of middle school students say they feel safe in their classes. Data also shows that 15% of students participated in dual credit courses. School report card reports that our district served 3,863 students in which 79.6% are economically disadvantaged; 29% are identified as students with disabilities; and 8.3% are considered homeless. Our retention rate for grades 4 - 12 is 1.24% and our dropout rate is at 0.7%. Teacher data from the School Report Card shows that we have 280 full-time equivalent teachers. Our student to teacher ratio stands at 14:1. We have 12.5% of teachers identified as inexperienced with 3 years or less experience; 2.55 are nationally board certified teachers; and 7.5% hold emergency or provisional certificates. Our teacher turnover rate is 19.8%. The educator qualifications shows that our teachers hold the following credentials: 16.4% Bachelor's; 38.4% Master's; 43.7% Rank I; and 1.5% Specialist. The average years of school experience is 13.5%. The Teacher Working Conditions from the Impact Survey show the following favorability: School Climate - 75%; Managing Student Behavior - 81%; and School Leadership - 77%. Equity data shows that 22.8% of students are taught by out of field teachers and 38.7 of students are taught by inexperienced teachers.

The high school has been identified for Targeted Support and Improvement (TSI). This means the high school has one or more student subgroups, as Identified by the Every Student Succeeds Act (ESSA), whose performance in the state accountability system is at or below the summative performance of students in any of the lowest performing five percent (5%) of all school. The identification is for students with disabilities.

Priorities/Concerns
    5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
**NOTE:** These priorities will be thoroughly addressed in the Comprehensive District

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Improvement Plan (CDIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

One area of concern is the achievement gaps among various groups. At the elementary level, 68% of non-economically disadvantaged students scored proficient/distinguished in reading compared to 54% of economically disadvantaged students. In math, 59% of male students scored proficient/distinguished compared to 45% of female students. 64% of non-economically disadvantaged students scored proficient/distinguished in math compared to 49% of economically disadvantaged students. In science, 54% of males scored proficient/distinguished compared to 38% of females. In writing, 54% of non-economically disadvantaged students scored proficient/distinguished compared to 42% of economically disadvantaged. At the middle school level, 67% of non-economically disadvantaged students scored proficient/distinguished in reading compared to 48% of economically disadvantaged students. In math, 59% of males students scored proficient/distinguished compared to 45% of females. 64% of non-economically disadvantaged students scored proficient/distinguished in math compared to 49% of economically disadvantaged. In science, 39% of the non-economically disadvantaged students scored proficient/distinguished compared to 28% of the economically disadvantaged students. In writing, 80% of the non-economically disadvantaged students scored proficient/distinguished compared to 40% of the economically disadvantaged students. At the high school level, 66% of the non-economically disadvantaged students scored proficient/distinguished in reading compared to 42% of the economically disadvantaged students. In math, 50% of the non-economically disadvantaged students scored proficient/distinguished compared to 31% of the economically disadvantaged students. In writing, 59% of female students scored proficient/distinguished compared to 36% of the male students; 69% of the non-economically disadvantaged students scored proficient/ distinguished compared to 37% of the economically disadvantaged students.The scores for science were suppressed at the high school level.

Strengths/Leverages
    6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The Whitley County School District's most remarkable strength is our personnel. Our teachers have developed a growth mindset that has translated to improvements in instructional practice. We have incorporated professional learning communities (PLCs) which have contributed to closing achievement gaps brought

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about by the pandemic. Our structure of PLCs has enabled us to focus on student learning, collaboration, and data driven instruction. The variety and scope of course offerings at the middle and high school level have expanded greatly due to our focus on the alignment and sequence of pathways offered through our Career and Technical Education (CTE) programs. Opportunities for students have increased as we have added pathways in the following: health science, engineering, welding, carpentry, electrical, and the teaching and learning. We secured the Kentucky Comprehensive Literacy (KyCL) grant for our district and the Read to Achieve grant for every elementary school that will continue our focus on improving literacy skills for our students. As a district, we have increased student exposure to technology through the purchase of chromebooks that are implemented as one-to-one in kindergarten through the twelfth grade.

At the elementary level, we are improving proficiency in all subject areas while reducing the percentage of students scoring novice. Our greatest proficiency gain of 29% was in math while reading improved 17% and science improved 18%. While our elementary proficiency rates are not where they were pre-pandemic, the proficiency rates for math and science doubled and the reading proficiency rate greatly improved from the prior year. At the middle school level, proficiency slightly increased in reading (+5%) and science (+3%) with the greatest improvement in math (+17%). At the high school level, the proficiency rates for reading and math greatly increased. Reading proficiency increased by 13% and math proficiency increased by 17%. The number of students scoring novice in math decreased by 11%. The average score for all areas of the ACT improved from the prior year: Reading score improved 0.9 to 18.8; English score improved 1.5 to 18.2; Math score improved 0.1 to 17.2; and Science score improved 0.3 to 18.2. The overall composite score improved 0.7 to an average score of 18.2. Our district's average score of 18.2 in English, exceeded the state average score of 17.5.

Evaluate the Teaching and Learning Environment
7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which

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processes, practices or conditions will the district 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.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

1- Deployment of Standards-Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches will continue to assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. 2-Delivery of Instruction-Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that will meet the intent of the learning standards. Student "watch lists" are developed for students needing additional Tier 2 and 3 instruction. Individual learning plans are developed for these students and intervention strategies are outlined and discussed. 3-Assessment Literacy-Teachers along with instructional coaches are emphasizing assessment for learning strategies where data is used formatively to drive instruction. Students are enabled to take responsibility for their own learning by setting personal goals. Common assessments are aligned to standards and implemented district wide. Teachers analyze student data from common assessments and provide detailed feedback to students. 4-Review, Analyze, and Apply Data Results-Our schools have implemented data walls, data notebooks, or data tracking systems in order to drill down to individual students. In professional learning communities, teachers collectively analyze school data to make informed decisions, determine priorities for individual student success, and improve practice. 5-Design, Align, and Deliver Support Processes with Sub-Group Focus-The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. This team aligns resources to needs to ensure all systems work together for success, and they continually monitor student data regularly. 6-Establish a Learning Culture and Environment-The Whitley County School District ensures that each school's culture and environment optimizes student learning and creates support for positive behavior. The instructional leadership team is focusing efforts on creating and developing growth mindsets as well as implementing instruction for students of poverty that is research and evidence-based.

## ATTACHMENTS

### Attachment Name

📄 Whitley County District Key Elements

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Whitley County

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| 📄 Whitley County District Key Elements | | • 7 |

| Key Elements | Evidence |
|---|---|
| **KCWP 1: Design and Deploy Standards**<br>What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards? | Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. |
| **KCWP 2: Design and Deliver Instruction**<br>What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district? | Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that meet the intent of the learning standards. Student watch lists/at-risk lists are developed for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans are developed for these identified students and intervention strategies are outlined and discussed. |
| **KCWP 3: Design and Deliver Assessment Literacy**<br>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning? | Teachers along with instructional coaches emphasize assessment for learning strategies where data is used formatively to drive instruction. Students are enabled to take responsibility for their own learning by setting personal goals. Common assessments are aligned to standards and are implemented district-wide. Teachers analyze student data from common assessments and provide detailed feedback to students. |
| **KCWP 4: Review, Analyze and Apply Data**<br>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success? | Our schools are implementing data walls, data notebooks, or data tracking systems in order to drill down to individual students. In professional learning communities, teachers collectively analyze school data to make informed decisions, determine priorities for individual student success, and improve practice. |

| | |
|---|---|
| **KCWP 5: Design, Align and Deliver Support**<br>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning? | The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. The team aligns resources to needs to ensure all systems work together for success and student data is regularly monitored. |
| **KCWP 6: Establishing Learning Culture and Environment**<br>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success? | The Whitley County School District ensures that each school's culture and environment optimize student learning and creates support for positive behavior. The instructional leadership team is focusing efforts on creating and developing growth mindset as well as implementing instruction for students of poverty that are research and evidence-based. |

# 2022-23 Phase Two: District Assurances

2022-23 Phase Two: District Assurances

**Whitley County**
**John Luster Siler**
300 Main Street
Williamsburg, Kentucky, 40769
United States of America

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# 2022-23 Phase Two: District Assurances
**Introduction**

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

The district hereby ensures that the FY 2022-2023 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- o No
- o N/A

## COMMENTS

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|

# 2022-23 Phase Two: District Safety Report

2022-23 Phase Two: District Safety Report

**Whitley County**
**John Luster Siler**
300 Main Street
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United States of America

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## 2022-23 Phase Two: District Safety Report
**District Safety Report**

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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

5.4 Safety

2. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) 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, shall be reported for the 2022-2023 school year and each year thereafter.*

Yes

3. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

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

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file for review?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an

intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

8. Was each 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) and is a copy maintained on file for review?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes.

Boston Elementary     July 2022

Whitley East Elementary   July 2022

Pleasant View Elementary August 2022

Oak Grove Elementary   July 2022

Whitley North Elementary    August 2022

Whitley Central Intermediate    August 2022

Whitley County Central Primary   July 2022

Whitley County middle School   August 2022

Whitley County alternative   August 2022

Whitley County High School  August 2022

9. Did each 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 each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*
    All Schools - August 9, 2022

10. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

11. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

12. 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) |
|---|---|---|

# 2022-23 Phase Three: Comprehensive District Improvement Plan

**Whitley County**
**John Luster Siler**
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United States of America

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# 2022-23 Phase Three: Comprehensive District Improvement Plan
### Rationale
District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Using the Comprehensive District Improvement Plan Template
The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.
a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Each year, as new assessment data is received and disaggregated, the Whitley County School District reviews the CDIP and adds, adjusts, and modifies our goals, objectives, and strategies as identified in our local Needs Assessment. All objectives for the state assessment and graduation rate have been updated based on our current needs. The transition readiness objective has been modified to reflect the new terminology of post-secondary readiness. Objectives have been added that target improvement in our climate index score and our safety index score based on results from the Quality of School Climate and Safety survey. The achievement gap objectives have been maintained at the elementary and middle school level in which the economically disadvantaged gap group was the focus. The achievement gap objective for the high school level includes students with disabilities as part of the Targeted Support and Improvement classification. All key core work processes have been addressed within our CDIP: Goals and Plans.

### ATTACHMENTS

### Attachment Name

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📄 2022-23 Whitley County CDIP Goals and Plans

Operational Definitions

**Goal:** Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by the Needs Assessment for Districts.

**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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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, Baldridge, etc.*).

**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

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

**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.

Requirements for Building an Improvement Plan

There are seven (7) required district goals:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing

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• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness
• Graduation Rate
• Achievement Gap

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| <br><br>2022-23 Whitley County CDIP Goals and Plans | | • |

# Comprehensive District Improvement Plan (CDIP)

## Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

## Requirements for Building an Improvement Plan

- There are seven (7) required district goals:

    o State Assessment Results in reading and mathematics

    o State Assessment Results in science, social studies and writing

    o Achievement Gap

    o English Learner Progress

    o Quality of School Climate and Safety

    o Postsecondary Readiness

    o Graduation Rate

## Explanations/Directions

| Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*). | Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students. | Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. | List the specific federal, state, or local funding source(s) used to support each improvement initiative. |

# 1: State Assessment Results in reading and mathematics

| Goal 1:  Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase reading proficiency for all elementary students from 57% to 62%, middle school students from 52% to 57%, and high school students from 47% to 52% by 2023. | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Accelerated Reader, Study Island, myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, CERT, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
| | | B. Coordinate and facilitate elementary reading nights involving parents and community members in academic activities aligned to KAS | Sign in sheets | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | Title I |
| | | C.  Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested | District Report Card, GT reports | 8/2022 – 5/2023 GT Coordinator, Superintendents | GT funds |
| | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, CERT, and common assessment data to identify gaps and make necessary | District Report Card, district assessment reports | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | No funding needed |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | adjustments to curriculum maps and resources | | | |
| | | B. Assist schools in creating/ implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data | District Report Card, district assessment reports | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction | Walkthrough documentation, common assessment data, PLC minutes | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency | Student data, PLC minutes | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | No funding needed |
| | Design and Deliver Instruction | A. Provide targeted literacy training for kindergarten teachers, 3rd grade teachers, library media specialists, middle and high school science and social studies teachers, and principals through GRREC that focuses on evidence-based instructional strategies and | KyCL PD logs, PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023 Principals, Instructional Coaches, Superintendents, PD Coordinator, Literacy, District Literacy Coach/Grant Manager | Kentucky Comprehensive Literacy (KyCL) grant |

Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025.
Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| | | practices to maximize student learning | | | |
| | | B. Facilitate literacy training for elementary instructional assistants to assist in building knowledge in understanding processes and skills involved in learning how to read; Facilitate literacy training for 1st and 2nd grade teachers focused on implementing the essential components of reading | PD sign-in sheets, training verification, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager, PD Coordinator | Read to Achieve grant |
| | | C. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative | PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
| | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology. | PD sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds |
| | | B. Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | Instructional Coaches schedule, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed |
| | | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023 | 21st CCLC grants |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. ||||||
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals | | Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | |
| | | D. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023 Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |
| | | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023 Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
| | | F. Provide support and training with evidence-based practices for | PLC minutes, student data | 8/2022 – 5/2023 | No funding needed |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | reading and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction | | Principals, Instructional Coaches, Superintendents | |
| | | G. Provide enrichment to students that focus on academics, physical fitness, health education, and leadership through Save the Children programs at our elementary schools; Provide parent engagement activities to engage parents/guardians in their child's learning and achievement goals | STC data and reports, sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children |
| | | H. Support elementary schools with the district and school's literacy initiative by providing reading books for the book vending machines | MUNIS reports, student reading spotlights | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Rural Accelerator Grant Manager, Save the Children Coordinator | Rural Accelerator Initiative, Save the Children |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | I. Support reading program and literacy initiative through targeted individual and/or small group intervention | RTA data; reading intervention teacher data; student performance | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, RTA Grant Manager | Read to Achieve grant, General Fund |
| | | J. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP) | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, CTIP Coordinator | Title IV |
| | | K. Provide teacher support at both district and local school level through instructional coaching based on training received and the foundational framework of the New Teacher Center that encompasses three main areas of instruction that include: plan/prepare, teach/assess, and analyze/reflect. | KIANO minutes, evaluation reports, walkthroughs/ observations | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents | No funding needed |
| Objective 2 Increase math proficiency for all elementary students from 52% to 57%, middle school students from 46% to 51%, and high school students from 35% to 40% by 2023. | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Study Island, MAP, Aimsweb, IXL, Edulastic, ThinkCentral, ALEKS, CERT, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | B. Coordinate and facilitate elementary math nights involving parents and community members in academic activities aligned to KAS | Sign in sheets | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | Title I |
| | | C. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested | District Report Card, GT reports | 8/2022 – 5/2023  GT Coordinator, Superintendents | GT funds |
| | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, CERT, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources | District Report Card, district assessment reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | B. Assist schools in creating/ implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data | District Report Card, district assessment reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | D. Provide support to teachers in utilizing formative and summative | Walkthrough documentation, common | 8/2022 – 5/2023 | No funding needed |

Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025.
Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | assessment data to inform instruction | assessment data, PLC minutes | Principals, Instructional Coaches, and Superintendents | |
| | | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency | Student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | Design and Deliver Instruction | A. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative | PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
| | | B. Provide funding for math intervention teachers at every elementary school for targeted small group intervention | MUNIS reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | ESSER funds |
| | | C. Provide support for math intervention teachers to share intervention strategies and discuss student data with teachers during PLCs | PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | Design and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology. | PD sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds |
| | | B. Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, student | Instructional Coaches schedule, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | engagement strategies, etc. based on the needs of the teachers | | | |
| | | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | D. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |
| | | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | | | |
| | | F. Provide support and training with evidence-based practices for math intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies, math practices, and formative assessment in daily instruction | PLC minutes, student data | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents | No funding needed |
| | | G. Provide enrichment to students that focus on academics, physical fitness, health education, and leadership through Save the Children programs at our elementary schools; Provide parent engagement activities to engage parents/guardians in their child's learning and achievement goals | STC data and reports, sign-in sheets | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children |

| Goal 1: Increase reading proficiency for all elementary students from 57% to 72%, middle school students from 52% to 67%, and high school students from 47% to 62% by 2025. |||||||
|---|---|---|---|---|---|---|
| Increase math proficiency for all elementary students from 52% to 67%, middle school students from 46% to 61%, and high school students from 35% to 50% by 2025. |||||||
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | | Funding |
| | | H. Support math program through targeted individual and/or small group intervention | Math intervention data; student performance | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | | ESSER, General fund |
| | | I. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP) | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator | | Title IV |
| | | J. Provide teacher support at both district and local school level through instructional coaching based on training received and the foundational framework of the New Teacher Center that encompasses three main areas of instruction that include: plan/prepare, teach/assess, and analyze/reflect. | KIANO minutes, evaluation reports, walkthroughs/ observations | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | | No funding needed |

## 2: State Assessment Results in science, social studies and writing

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |||||||

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 1 Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 36%, and high school students from 16% to 21% by 2023. | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including Study Island, MAP, Aimsweb, IXL, Edulastic, Generation Genius, HMH Ed platform, CERT, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | ESSER funds, Gear Up |
| | | B. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested | District Report Card, GT reports | 8/2022 – 5/2023  GT Coordinator, Superintendents | GT funds |
| | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, CERT, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources | District Report Card, district assessment reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | B. Assist schools in creating/ implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data | District Report Card, district assessment reports | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction | Walkthrough documentation, common assessment data, PLC minutes | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency | Student data, PLC minutes | 8/2022 – 5/2023  Principals, Instructional Coaches, and Superintendents | No funding needed |
| | Design and Deliver Instruction | A. Provide targeted literacy training for middle and high school science teachers through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | KyCL PD logs, PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, PD Coordinator, Literacy, District Literacy Coach/Grant Manager | Kentucky Comprehensive Literacy (KyCL) grant |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative | PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
| | | C. Provide instructional support/co-teaching with the KAS for Science, implementation of three-dimensional science instruction, classroom embedded assessments, Through Course Tasks (TCTs), and Claim, Evidence, and Reasoning (CERs) | PLC minutes, student data | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | D. Provide assistance and support for teachers to implement and integrate Claim, Evidence, and Reasoning (CER) to meet the cognitive demands of the KAS for Science; Provide support for teachers to integrate rigorous, engaging science experiences through CER formative science investigations | PLC minutes, district monitoring, student data | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology. | PD sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds |
| | | B. Collaborate, co-teach, and provide support with reading | Instructional Coaches schedule, PLC minutes | 8/2022 – 5/2023 | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | | Principals, Instructional Coaches, Superintendents, PD Coordinator | |
| | | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023

Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | D. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023

Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |
| | | E. Provide training and technical support to school managers and | PLC minutes, Technology Resource Teacher | 8/2022 – 5/2023 | No funding needed |

Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025.

Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025.

Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | Principals, Instructional Coaches, Superintendents, Director of Special Education | |
| | | F. Provide support and training with evidence-based practices for science intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction | PLC minutes, student data | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | G. Support elementary schools with the district and school's literacy initiative by providing nonfiction | MUNIS reports, student spotlights | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Rural Accelerator | Rural Accelerator Initiative, Save the Children |

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| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025.<br>Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025.<br>Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | science books for the book vending machines | | Grant Manager, Save the Children Coordinator | |
| | | H. Support the science program through targeted individual and/or small group intervention | Student performance | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | General Fund |
| | | I. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP) | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator | Title IV |
| | | J. Provide teacher support at both district and local school level through instructional coaching based on training received and the foundational framework of the New Teacher Center that encompasses three main areas of instruction that include: plan/prepare, teach/assess, and analyze/reflect. | KIANO minutes, evaluation reports, walkthroughs/observations | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| Objective 2<br>Increase social studies proficiency for all elementary students from 46% to 51%, middle school students from 39% to 44%, and high school | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including Study Island, | District Report Card, program usage and mastery reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025.<br>Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025.<br>Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |||||| |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| students from 33% to 38% by 2023. | | myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, CERT, Mastery Prep, Simple Solutions, and other core programs | | | |
| | | B. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested | District Report Card, GT reports | 8/2022 – 5/2023<br><br>GT Coordinator, Superintendents | GT funds |
| | Review, Analyze, and Apply Data | A. Examine student data including KSA, IOWA, CERT, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources | District Report Card, district assessment reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | B. Assist schools in creating/ implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data | District Report Card, district assessment reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | D. Provide support to teachers in utilizing formative and summative | Walkthrough documentation, common | 8/2022 – 5/2023 | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. |
|---|
| Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. |
| Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | assessment data to inform instruction | assessment data, PLC minutes | Principals, Instructional Coaches, and Superintendents | |
| | | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency | Student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | Design and Deliver Instruction | A. Provide targeted literacy training for middle and high school social studies teachers through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | KyCL PD logs, PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator, Literacy, District Literacy Coach/Grant Manager | Kentucky Comprehensive Literacy (KyCL) grant |
| | | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative | PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
| | | C. Provide instructional support/co-teaching with the KAS for Social Studies and implementation of resources including 180 Days of Social Studies and Edulastic. | PLC minutes, student data | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | D. Provide assistance and support for teachers to implement and incorporate the fundamental American documents and speeches into the grade-level appropriate | PLC minutes, district monitoring, lesson plans, student data | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

| Goal 2: | Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |||||

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | middle and high school social studies standards and courses. | | | |
| | | A. Support teachers through professional learning opportunities in all content areas including technology. | PD sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds |
| | | B. Collaborate, co-teach, and provide support with social studies instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | Instructional Coaches schedule, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed |
| | Design, Align, and Deliver Support | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | D. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | | | |
| | | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023 Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
| | | F. Provide support and training with evidence-based practices for social studies intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; | PLC minutes, student data | 8/2022 – 5/2023 Principals, Instructional Coaches, Superintendents | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. |
|---|
| Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. |
| Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | Support teachers with embedding student engagement strategies and formative assessment in daily instruction | | | |
| | | G. Support elementary schools with the district and school's literacy initiative by providing non-fiction historical books for the book vending machines | MUNIS reports, student reading spotlights | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Rural Accelerator Grant Manager, Save the Children Coordinator | Rural Accelerator Initiative, Save the Children |
| | | H. Supports the social studies program through targeted individual and/or small group intervention | Student performance | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager | General Fund |
| | | J. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP) | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator | Title IV |
| | | K. Provide teacher support at both district and local school level through instructional coaching based on training received and the foundational framework of the New Teacher Center that encompasses three main areas of instruction that | KIANO minutes, evaluation reports, walkthroughs/observations | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | include: plan/prepare, teach/assess, and analyze/reflect. | | | |
| Objective 3 Increase writing proficiency for all elementary students from 44% to 49%, middle school students from 48% to 53%, and high school students from 46% to 51% by 2023. | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Accelerated Reader, Study Island, myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, CERT, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
| | | B. Coordinate and facilitate elementary reading and writing nights involving parents and community members in academic activities aligned to KAS | Sign in sheets | 8/2022 – 5/2023 Principals, Instructional Coaches, and Superintendents | Title I |
| | | C. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested | District Report Card, GT reports | 8/2022 – 5/2023 GT Coordinator, Superintendents | GT funds |
| | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, CERT, and | District Report Card, district assessment reports | 8/2022 – 5/2023 | No funding needed |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. |
|---|
|     Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. |
|     Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources | | Principals, Instructional Coaches, and Superintendents | |
| | | B. Assist schools in creating/ implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data | District Report Card, district assessment reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction | Walkthrough documentation, common assessment data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency | Student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed |
| | Design and Deliver Instruction | A. Provide targeted literacy training for kindergarten teachers, 3rd grade teachers, library media specialists, middle and high school science and social studies teachers, and | KyCL PD logs, PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator, | Kentucky Comprehensive Literacy (KyCL) grant |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | principals through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | | Literacy, District Literacy Coach/Grant Manager | |
| | | B. Facilitate literacy training for elementary instructional assistants to assist in building knowledge in understanding processes and skills; Facilitate literacy training for 1st and 2nd grade teachers focused on implementing the essential components of reading | PD sign-in sheets, training verification, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager, PD Coordinator | Read to Achieve grant |
| | | C. Provide instructional support/co-teaching with the KAS for Writing and implementation of resources including Wordly Wise, No Red Ink, and Zane-Blouser handwriting to enhance writing instruction | Walkthrough documentation; student writing performance | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | Kentucky Comprehensive Literacy (KyCL) grant |
| | | C. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative | PD sign-in sheets, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
| | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology. | PD sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds |

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | B. Collaborate, co-teach, and provide support with writing instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | Instructional Coaches calendar, PLC minutes | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed |
| | | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | D. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |

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|---|---|---|---|---|---|
| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
| | | F. Provide support and training with evidence-based practices for reading and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction | PLC minutes, student data | 8/2022 – 5/2023  Principals, Instructional Coaches, Superintendents | No funding needed |
| | | G. Provide enrichment to students that focus on academics, physical | STC data and reports, sign-in sheets | 8/2022 – 5/2023 | Save the Children |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | fitness, health education, and leadership through Save the Children programs at our elementary schools; Provide parent engagement activities to engage parents/guardians in their child's learning and achievement goals | | Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | |
| | | H. Support writing program and literacy initiative through targeted individual and/or small group intervention | RTA data; reading intervention teacher data; student performance | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager | Read to Achieve grant, General Fund |
| | | I. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP) | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator | Title IV |
| | | J. Support writing program at the high school level that is focused on the CER writing strategy for all subject areas | PLC minutes, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | K. Provide teacher support at both district and local school level through instructional coaching based on training received and the foundational framework of the New Teacher Center that encompasses three main areas of instruction that | KIANO minutes, evaluation reports, walkthroughs/observations | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

Goal 2:  Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025.
Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025.
Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025.

| Goal 2: Increase science proficiency for all elementary students from 46% to 61%, middle school students from 31% to 46%, and high school students from 16% to 31% by 2025. |
|---|
| Increase social studies proficiency for all elementary students from 46% to 61%, middle school students from 39% to 54%, and high school students from 33% to 48% by 2025. |
| Increase combined writing proficiency (on-demand and language mechanics) for all elementary students from 44% to 59%, middle school students from 48% to 63%, and high school students from 46% to 61% by 2025. |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | include: plan/prepare, teach/assess, and analyze/reflect. | | | |

# 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br>Increase the reading proficiency rates for all elementary students in the gap group identified as economically disadvantaged from 54% to 59% by 2023; Increase the math proficiency rates for all elementary students in the gap group identified as economically disadvantaged from 49% to 54% by 2023. | Review, Analyze, and Apply Data | A. Analyze KSA, MAP, IOWA, common assessment, and other student achievement data by gap groups to modify instructional practices and intervention through MTSS | District report card, district reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement | District report card, district reports, IC reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | C. Analyze data by gap groups from the 2022 Impact KY Working Conditions survey and the Quality of School Climate and Safety survey | District report card, Impact KY survey results, Quality of School Climate and Safety survey results | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations | IC reports, student performance reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Homeless Liaison | McKinney-Vento grant |
| | Design, Align, and Deliver Support | A. Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers | Instructional Coaches calendar, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | B. Provide reading intervention services in small groups, individual, or in collaboration with students. These services include Tier 2 interventions for small groups and collaboration and Tier 3 services as one-to-one | RTA documentation and reports, STAR reports, AR reports, running records, MAP reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Coordinator | RTA grant |
| | | C. Provide math intervention services in small groups or in collaboration with students.  These services include Tier 2 interventions for small groups and collaboration | MIT documentation and reports, MAP reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | ESSER funds |
| | | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | E. Coordinate and provide resources for each school's MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds |
| | | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to | PD sign in sheets, PLC minutes, Aimsweb and | 8/2022 – 5/2023 | IDEA |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | Review 360 data, lesson plans | Principals, Instructional Coaches, Superintendents, Director of Special Education | |
| | | G. Support reading and math programs through in-school intervention services such as emergent modules and guided reading and math practice and after-school services such as GIRP, emergent reader, fluency/ vocabulary, and healthy choices provided by Save the Children | STC Portal reports, SCORE, STAR reports, AR reports, huddles, monitoring | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children |
| Objective 2<br>Increase the reading proficiency rates for all middle school students in the gap group of students identified as economically disadvantaged from 48% to 53% by 2023; Increase the math proficiency rates for all middle school students in the gap group identified as economically disadvantaged from 41% to 46% by 2023. | Review, Analyze, and Apply Data | A. Analyze KSA, MAP, common assessments, and other student achievement data by gap groups to modify instructional practices and intervention through MTSS | District report card, district reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement | District report card, district reports, IC reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | C. Analyze data by gap groups from the 2022 Impact KY Working Conditions survey and the Quality of School Climate and Safety survey | District report card, Impact KY survey results, Quality of School Climate and Safety survey results | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|--------------------|---------|
| | | D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations | IC reports, student performance reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Homeless Liaison | McKinney-Vento grant |
| | | A. Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers | Instructional Coaches calendar, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | Design, Align, and Deliver Support | B. Provide reading intervention services in small groups or in collaboration with students for Tier 2 interventions for small groups and collaboration and Tier 3 services as one-to-one | Reading intervention documentation, student performance, MAP reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | General fund |
| | | C. Provide math intervention services in small groups or in collaboration with students.  These services include Tier 2 interventions for small groups and collaboration | Math intervention documentation, student performance, MAP reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | General fund |
| | | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | E. Coordinate and provide resources for each school's MTSS team to address academic and behavioral | Aimsweb data, Review 360 data, lesson plans, walk-through | 8/2022 – 5/2023 | IDEA funds |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | documentation, learning checks, student data, PLC minutes | Principals, Instructional Coaches, Superintendents, Director of Special Education | |
| | | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PD sign in sheets, PLC minutes, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA |
| Objective 3<br>Increase the reading proficiency rates for all high school students in the gap group of students identified as students with disabilities from 20% to 25% by 2023; Increase the math proficiency rates for all high school students in the gap group identified as students with disabilities from15% to 20% by 2023. | Review, Analyze, and Apply Data | A. Analyze KSA, CERT, Reading Plus, ALEKS, common assessments, and other student achievement data by gap groups to modify instructional practices and intervention through MTSS | District report card, district reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement | District report card, district reports, IC reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | C. Analyze data by gap groups from the 2022 Impact KY Working | District report card, Impact KY survey | 8/2022 – 5/2023 | No funding needed |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | Conditions survey and the Quality of School Climate and Safety survey | results, Quality of School Climate and Safety survey results | Principals, Instructional Coaches, Superintendents | |
| | | D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations | IC reports, student performance reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Homeless Liaison | McKinney-Vento grant |
| | Design, Align, and Deliver Support | A. Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers | Instructional Coaches calendar, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | B. Provide reading intervention services in small groups or in collaboration with students for Tier 2 interventions and Tier 3 services | PLC minutes, ACT reports, student performance, district reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | General fund |
| | | C. Provide math intervention services in small groups or in collaboration with students for Tier 2 interventions and Tier 3 services | PLC minutes, ACT reports, student performance, district reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | General fund |
| | | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers | 21st CCLC schedules, 21st CCLC attendance and data reports; sign-in sheets | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, 21st CCLC Data Coordinator | 21st CCLC grants |
| | | E. Coordinate and provide resources for each school's MTSS team to address academic and behavioral | Aimsweb data, Review 360 data, lesson plans, walk-through | 8/2022 – 5/2023 | IDEA funds |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | documentation, learning checks, student data, PLC minutes | Principals, Instructional Coaches, Superintendents, Director of Special Education | |
| | | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PD sign in sheets, PLC minutes, Aimsweb and Review 360 data, lesson plans | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA |
| | | J. Support writing program that is focused on the CER writing strategy for all subject areas | PLC minutes, implementation walk-throughs | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | K. Provide training and support with high leverage strategies, specifically with scaffolded supports, for all content teachers including special education teachers | PD sign in sheets, PLC minutes | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA |

## 4: English Learner Progress

| Goal 4: Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 1.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1<br>Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2023. | Design, Align, and Deliver Support | A. Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion | ACCESS scores, student performance, student program service plan monitoring | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | PD funds |
| | | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative - specifically strategies focused on conversations, oral presentations, and discussions | ACCESS scores, student performance, student program service plan monitoring | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | SESC, ESSER |

## 5: Quality of School Climate and Safety

| Goal 5: Increase the district Climate index score for the elementary level from 86.5 to 90.0; the middle school level from 76.4 to 81.4; and the high school level from 76.2 to 81.2 by 2023. Increase the district Safety index score for the elementary level from 81.9 to 86.9; the middle school level from 69.4 to 79.4; and the high school level from 70.8 to 80.8 by 2023. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 Increase the district Climate index score for the elementary level from 86.5 to 90.0; the middle school level from 76.4 to 81.4; and the high school level from 76.2 to 81.2 by 2023. | Establish Learning Culture and Environment | A. Assist and provide support to teachers with resources for social-emotional learning and character education | District Report Card, Behavior data | 8/2022 – 5/2023  Principals, Superintendents, Director of Special Education, School Psychologists | IDEA |
| | | B. Assist and support teachers with the implementation of Review 360 | District Report Card, Behavior data, Review 360 reports | 8/2022 – 5/2023  Principals, Superintendents, Director of Special Education | IDEA |
| | | C. Assist and support teachers with strategies and activities for classroom behavior management plans and individual student behavior plans | District Report Card, Behavior data, Review 360 reports, principal walkthrough data | 8/2022 – 5/2023  Principals, Superintendents, Director of Special Education, School Psychologists | No funding needed |
| | | D. Assist and support school administrators with suggestions and activities that demonstrate care and support of students | District Report Card, Behavior data, Review 360 reports | 8/2022 – 5/2023  Principals and Superintendents | No funding needed |
| | | E. Facilitate training for positive behavior intervention supports and monitor implementation | PD sign-in sheets, principal walkthrough data | 8/2022 – 5/2023  Principals, Superintendents, Director of Special Education | PD funds |
| Objective 2 Increase the district Safety index score for the elementary level from 81.9 to | Establish Learning Culture and Environment | A. Assist with and approve school emergency and safety plans | School emergency and safety plans | 8/2022 – 5/2023  Principals, Superintendents, Director of Safe Schools | No funding needed |

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|---|---|---|---|---|---|
| Goal 5:  Increase the district Climate index score for the elementary level from 86.5 to 90.0; the middle school level from 76.4 to 81.4; and the high school level from 76.2 to 81.2 by 2023. Increase the district Safety index score for the elementary level from 81.9 to 86.9; the middle school level from 69.4 to 79.4; and the high school level from 70.8 to 80.8 by 2023. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| 86.9; the middle school level from 69.4 to 79.4; and the high school level from 70.8 to 80.8 by 2023. | | B. Support principals with safety protocols and checklist for walkthroughs regarding risk assessment | Risk assessment results, Director of Safe School walkthroughs | 8/2022 – 5/2023 Principals, Superintendents, Director of Safe Schools | No funding needed |
| | | C. Perform informal walkthroughs regarding safety protocols and communicate results with the principal | Risk assessment results, Director of Safe School walkthroughs, Program Manager PLC minutes | 8/2022 – 5/2023 Principals, Superintendents, Director of Safe Schools | No funding needed |
| | | D. Review school risk assessment results and communicate with the principal | Risk assessment results, Program Manager PLC minutes | 8/2022 – 5/2023 Principals, Superintendents, Director of Safe Schools | No funding needed |
| | | E. Assign School Resource Officers to schools through the partnership with the Whitley County Sheriff's Office | SRO school assignments | 8/2022 – 5/2023 Principals, Superintendents, Director of Safe Schools | Title IV, General Fund |
| | | F. Continue awareness and assessment of out-of-district threats and safety issues and communicate to principals | Risk assessment results, Program Manager PLC minutes | 8/2022 – 5/2023 Principals, Superintendents, Director of Safe Schools | No funding needed |
| | | G. Provide KnoxBoxes at each school for easy access for first responders during emergency situations | Routine risk assessment monitoring, principal walkthroughs/drill checklist | 8/2022 – 12/2022 Principals, Superintendents, Director of Safe Schools | General Fund |

## 6: Postsecondary Readiness

| Goal 6: Increase the percentage of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 75% to 90% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| <u>Objective 1</u><br><br>Increase the percentage of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 75% to 80% by 2023. | Review, Analyze, and Apply Data | A. Utilize the Early Warning and Persistence to Graduation Tools to target needed interventions for at-risk students who are not meeting benchmarks | IC reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | | B. Analyze from KSA, CERT, ACT, Career and Technical End-of-Program (CTE-EOP), Advanced Placement (AP), etc. assessment results to determine instructional gaps | District report card, district reports, TEDS reports, ACT reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
| | Design, Align, and Deliver Support | A. Provide access to resources related to academic and career advising and post-secondary readiness; Develop and maintain policies which allow students to enroll in dual credit courses offered on-site and on the college campus; Provide access and training for teachers who receive AP training | District report card, district reports, TEDS reports, ACT reports | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | PD funds |
| | | B. Develop partnerships with businesses within our community to assist with work experience and work skill development related to career pathways | Partner agreements | 8/2022 – 5/2023<br><br>Principals and Superintendents | No funding needed |
| | | C. Monitor/approve the use of Perkins funds to purchase/upgrade CTE equipment, software, and | Perkins plan and MUNIS reports | 8/2022 – 5/2023<br><br>Superintendents | Perkins funds |

| Goal 6: Increase the percentage of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 75% to 90% by 2025. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | needed materials for CTE pathways; Assist with the purchase of needed equipment, software, materials for the CTE Pathways using Perkins funds | | | |
| | | D. Purchase and facilitate training or a college/career program to assist with the development of a student's individual learning plan (ILP); Provide resources and technical assistance for ILP's; Monitor each school's completion percentage of ILP requirements; Provide all students with career pathway information related to their ILP in order to make elective choices; Disseminate information and resources to parents and guardians about the requirements of the ILP. | ILP Completion | 8/2022 – 5/2023

Principals, Instructional Coaches, Superintendents, ILP Coordinator, PD Coordinator | Title IV, PD funds |

## 7: Graduation Rate

| Goal 7: Increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 92.6% to 95.5% by 2025. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1<br>Increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 92.6% to 93.6% by 2025. | Design, Align, and Deliver Support | A. Provide resources and technical assistance for ILP's; Monitor each school's completion percentage of ILP requirements; Provide all students with career pathway information related to their ILP to make elective choices; Disseminate information and resources to parents and guardians about the requirements of the ILP. | ILP Completion | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents, ILP Coordinator, PD Coordinator | Title IV, PD funds |
| | | B. Monitor and support programs that provide individual intervention such as Reading Plus, ALEKS, and Edgenuity | IC Credit Summary report | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | Title IV, General funds |
| | | C. Utilize the Persistence to Graduation Tool to identify students who may be off-track for promotion or on-time graduation and provide targeted assistance and intervention | IC Persistence to Graduation report | 8/2022 – 5/2023<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

## 8: Other (Optional)

| Goal 8 (State your other goal.): | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

| Monitoring and Support |
|---|
| **Consider:** Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.<br>**Response:**<br><br>The Whitley County High School presented their Comprehensive School Improvement Plan (CSIP) and Targeted Support and Improvement Plan (TSI) plan to the members of the Whitley County Board of Education during the December monthly meeting on December 15, 2022.  Malorie Cooper initiated the approval of the TSI plan, and Brenda Hill seconded the motion.  All members agreed and approved the plan.<br><br>The district is performing impact checks monthly as part of the monitoring of the TSI plan.  During the meetings, the administration will update the district team as to its progress regarding the plan's implementation.  Updates will include implementation, progress toward goals, deadlines, additional activities, outcomes, and results.  The district team provided support initially by assisting with the development of the plan.  The district team will now assist with supporting the implementation of strategies/activities, removing barriers, and providing meaningful feedback. The district administration team will monitor school leadership through formative components that include walkthroughs, informal communications, and collaborative school and district meetings.  Summative components include the reflective practice and professional growth plan monitoring, site visits, and the summative evaluation of the principal. |

# 2022-23 Phase Three: The Superintendent Gap Assurance

2022-23 Phase Three: The Superintendent Gap Assurance

**Whitley County**
**John Luster Siler**
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United States of America

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## 2022-23 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

● **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

o Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.