

## 2017-2018 KDE Continuous Improvement Diagnostic

### KDE Continuous Improvement Diagnostic

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Part I.....	3
Part II.....	5
Part III.....	6
ATTACHMENT SUMMARY.....	7

# KDE Continuous Improvement Diagnostic

## Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Bob Lawson, Principal; Amanda Croley, Asst. Principal at Freshmen Academy; Rachele Rice, Asst. Principal; Al Ysidro, Asst. Principal; Britney Faulkner, Counselor; Kevin Lowrie, Counselor; Linda Reynolds, Counselor & 21st Century Site Coordinator; Margie Centers, FRYSC Director & Advisory Council; Angela Wilson, Gear Up Academic Specialist; PLC Team Leaders: Daryl Bowman - Special Education; Derrick Lowrie - Social Studies & US History; Angie Douglas - PL/CS; Wayne Hensley - Visual & Performing Arts; Rachele Rice & Amanda Croley - English/ Language Arts; Steve Davis - Science; Johnna Robinson - Foreign Language; Krysti Conlin - College & Career Readiness & CTE Coordinator; Site-Based Decision Making Council: Bob Lawson, Principal; Jamie Amburgey, Teacher; Brian Logan, Teacher; David Halcomb, Teacher; Darlene Jones, Parent Representative; Kim Bennett, Parent Representative; Renee Lawson, WCHS PTO; Whitley County High School Faculty; David Halcomb, Media & Technology Specialist; Kevin Anderson, Chief Information Officer; District Support Staff: Paula Rickett, Chief Academic Officer & Deputy Superintendent; Heather Stewart, Instructional Coach; Kim Creekmore, Professional Development Coordinator & Instructional Coach; Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach; Laurel Bowlin, Instructional Coach.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Community Partnerships: School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC coordinator connects family with community resources and follow up.)

Communications: School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.) School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, and offering parent conferences). School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. Advocacy: School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and learning needs. Parents participate in required planning for individual learning, for example, Individual Education Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Use the rubric to identify 3-5 critical areas for improvement identified by your planning team.

Relationship-building: Administrators and school staff are available to parents by appointment only to discuss their student's progress. Decision-making: School council meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election. Learning Opportunities: School staff provides parents with information about their child's academic progress and the progress of the school.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

Relationship building: School staff will improve the level of personal communication between faculty and parent by expanding the use of various communication media (e-mail, postcards, phone, positive contact slips, etc.). Decision-making: Parental involvement in decision-making will be improved by holding SBDM elections during Parent Night (when the highest number of parents are in the building) and will also provide information regarding regularly scheduled meetings during Parent Night. Learning Opportunities: School staff will help parents understand their own children's academic progress and the progress of school by making systematic use of written communications (for example, newsletters, Web sites, bulletin boards, Google classroom, Parent Portal).

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



## Part II

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

According to the 2017 TELL KY Survey: 1) only 68% of teachers agreed that efforts are made to minimize the amount of routine paperwork teachers are required to do; 2) only 69% of teachers agreed that parents/guardians are influential decision makers in this school; 3) only 66% of teachers agreed that teachers have an appropriate level of influence on decision making in this school; 4) only 63% of teachers agreed that there is an atmosphere of trust and mutual respect in this school; 5) only 65% of teachers feel comfortable raising issues and concerns that are important to them. We will address these areas by doing the following: 1) in an effort to reduce the amount of routine paperwork teachers are required to do, administration will combine repetitive paperwork by streamlining various processes; 2) to increase parental involvement in decision making, parents/guardians will be invited to participate in our PAVE program and SBDM elections for parent members will be held on Parent Night; 3) to increase the level of influence on school-wide decision making, administrators will expand the implementation of faculty surveys on various topics and base school decisions on the data gathered; 4) efforts to grow a positive school culture/work environment will include an increase of special events to build team camaraderie which will promote an atmosphere of trust and mutual respect; 5) as the atmosphere of trust and mutual respect is cultivated, the comfort level of expressing concerns and/or issues will improve.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The following shareholders/stakeholders (meeting schedule listed) will be appointed/elected based on the bylaws and/or policies of the various groups they represent. In addition, some apply for and/or sign-up to serve in various capacities as well: Monthly SBDM meetings followed by PTO meetings as necessary; Weekly PLC Team Leader meetings; School-wide PLC team meetings as needed; Annual Board Presentation held in December; Monthly FRYSC Advisory Meetings; Once per trimester Parent/Teacher Night Conferences; Faculty meetings with the entire faculty as needed; 21st Century Site-Coordinator and staff meetings; Content Specific Team meetings as needed; District Support Personnel and Instructional Coaches meetings as needed; Access of the plan is available on the district webpage; Open door policy for all stakeholders/shareholders to meet with and discuss areas of concern with administration; Items discussed are documented in our meeting agendas and notes. Our SBDM and PTO are the representative voice of all parents with students at WCHS. For that reason, we encourage and provide opportunities for these two organizations to be involved in school improvement decisions and to monitor and assist school improvement. PLC Teams will meet to ensure the latest instructional information is being shared with all team members. The priority focus at all meetings is on student achievement. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Businesses, Community Members, Parents, Students, and all SBDM Council Members will be involved in the ongoing and continuous improvement process. Every faculty member will implement the strategies and activities included in our continuous improvement plan and assistance will be provided for them to address, within their classrooms, the goals that we have set to accomplish.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

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

## **2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic**

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Equitable Access to Effective Educators School Diagnostic .....	3
ATTACHMENT SUMMARY .....	5

## Equitable Access to Effective Educators School Diagnostic

### Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

Given that over 93% of our faculty has four or more years of experience and over 87% of our faculty hold advanced degrees, our students spend the vast majority of their day with effective educators. Also, our administrative team is comprised of leaders all of which have more than 5 years of administrative experience.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Barriers include: high poverty rate; lack of effective, focused training/professional learning regarding the needs of students of low socio-economic status; decreased funding for professional development. Root causes include: professional learning is not aligned with educator need (learning for students of high poverty); inconsistent mentoring opportunities, district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

\*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

Goal: As measured by the TELL KY Survey, 99% of teachers will agree that professional learning is differentiated to meet the needs of individual teachers by 2021.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high

needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into school planning.



**NOTE:** Attachments Optional

Strategy: Design, Align, and Deliver Support. Activity: Professional learning will be provided to meet the needs of individual teachers with a focus on learning for students of high poverty.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ADA Equity Data FY18	Required worksheet	1
 School Equity Data FY18	School Equity Data FY18	1



Schools	Students Enrolled (SRC or IC)	Certified Teachers (SRC)	# of Minority Students (SRC or IC)	% of Minority Students (SRC or IC)	# of Certified Minority Teachers (SRC)	% of Certified Minority Teachers (SRC)	# of Minority Principals and Assistant Principals (Payroll)	% of Minority Principals and Assistant Principals (Payroll)	# of students Experiencing Poverty (Free/Reduced Price Meals) (SRC or IC)	% of students Experiencing Poverty (Free/Reduced Price Meals) (SRC or IC)	# of English Learners (SRC or IC)	% of English Learners (SRC or IC)	# of Students with Disabilities (SRC or IC)	% of Students with Disabilities (SRC or IC)	# of Teachers that are teaching one or more courses out-of-field (SRC or IC)	% of Teachers that are teaching one or more courses out-of-field (SRC or IC)	# of KTP, new (0 years experience), or emergency certified (KTP Coordinator)	% of KTP, new (0 years experience), or emergency certified (KTP Coordinator)	# of Teachers with 1-3 years of experience (Payroll)	% of Teachers with 1-3 years of experience (Payroll)	# of Teachers with 4 or more years of experience (Payroll)	% of Teachers with 4 or more years of experience (Payroll)	# of Principals and Assistant Principals with 1-3 years of experience (Payroll)	% of Principals and Assistant Principals with 1-3 years of experience (Payroll)	Teacher Turnover (IC)	Percentage of Teacher Turnover (IC)	Schools MUST choose at least one of the following equity indicators to analyze equitable access to effective educators.	% of National Board Certified Teachers	% of teachers performing at the highest level of effectiveness	% of teachers with advanced degrees	Principal Data (such as turnover, education attainment, gender, attendance, etc.)	Teacher attendance data	TELL Constructs	Other; please explain in analysis
Whitley County High School	1022	67	24	2%	0	0%	1	-	782	77%	1	0%	156	15%	0	0%	1	1%	5	7%	62	93%	0	-	-	15%	Do Not Enter Data	0%	n/a	87%	-	-	-	-
TOTAL/SCHOOL AVERAGE	1022	67	24	2%	0	0%	1	-	782	77%	1	0%	156	15%	0	0%	1	1%	5	7%	62	93%	0	-	0	15%	DO NOT ENTER DATA	0%	-	87%	-	-	-	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	96.00%	87.30%	93.15%	99.00%
Working Conditions -- Community Engagement and Support	92.00%	83.90%	91.45%	99.00%
Working Conditions -- School Leadership	94.00%	83.00%	91.00%	99.00%
Percentage of New and KTIP Teachers	3.00%	6.70%	3.85%	1.00%
Percentage of Teacher Turnover	7.00%	15.40%	10.00%	5.00%
<b>Additional School Measures (Optional)</b>				
Professional learning is differentiated to meet the needs of individual teachers. (TELL KY)	77.00%	84.00%	92.00%	99.00%
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)				

Schools		Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		TELL Constructs		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
Percent Sign		#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	County High School	1022	68	24	2%	0	0.00%	1		782	76.52%	1	0.10%	156	15.26%	0	0.00%	1	1.47%	5	7.35%	62	91.18%	0			15.40%	52.37	77.00%				
TOTAL / SCHOOL AVERAGE		1022	68	24	2%	0	0.00%	0	-	782	76.52%	1	0.10%	156	15.26%	0	0.00%	1	1.47%	5	7.35%	62	91.18%	0	-	0	15.40%	52.36	77.00%	0	-	0	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	96.00%	87.30%	93.15%	99.00%
Working Conditions -- Community Engagement and Support	92.00%	83.90%	91.45%	99.00%
Working Conditions -- School Leadership	94.00%	83.00%	91.00%	99.00%
Percentage of New and KTIP Teachers	3.00%	6.70%	3.85%	1.00%
Percentage of Teacher Turnover	7.00%	15.40%	10.00%	5.00%
<b>Additional School Measures (Optional)</b>				
Professional learning is differentiated to meet the needs of individual teachers. (TELL KY)	77.00%	84.00%	92.00%	99.00%
<b>Example:</b> Student Achievement (SGG, MSGP, Other school measures) (not required)				

## 2017-2018 Phase II: KDE Needs Assessment School Diagnostic

### Phase II: The Needs Assessment School Diagnostic

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Understanding Continuous Improvement: The Needs Assessment .....	3
ATTACHMENT SUMMARY.....	9

## Phase II: The Needs Assessment School Diagnostic

### Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

#### Protocol

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

Our PLC Team Leaders meet with administrators weekly to review, analyze, and disseminate data. These meetings are documented via agendas and sign-in sheets. Our PLC Teams meet weekly to further analyze the content specific data and make instructional decisions/recommendations. These meetings are also documented via agendas/minutes and sign-in sheets. All faculty PGPs are directly linked to various data.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Current State

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

#### **Example of Current Academic State:**

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

#### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Academic: We saw a 2.0 point gain (from 61.8 to 63.8) in our Achievement category from 2016 to 2017. We saw an 11.7 point drop (from 51 to 39.3) in our Gap category from 2016 to 2017. We saw a 20.1 point drop (from 85.9 to 65.8) in our CCR category from 2016 to 2017. We saw a 2.1 point increase (from 95.5 to 97.6) in our graduation rate from 2016 to 2017. We saw a 24.5% increase among non-duplicated gap students in writing from 2016-2017. 49.6% of non-duplicated gap students scored proficient in reading. 19.2% of non-duplicated gap students scored proficient in math. 25.5% of students scored proficient/distinguished in math compared to the state average

of 38.1%. 64% of our students scored proficient/distinguished in reading compared to the state average of 55.8%. 78.3% of our students scored proficient/distinguished in writing compared to the state average of 58.5%. Based on ACT 5-Year Trend Data – Percent of Students who Meet College Readiness Benchmarks in math at WCHS is the highest it has been since 2012-13, with 24% of the Class of 2018 (Juniors) meeting ACT Benchmarks in math. According to the same data, % of Class of 2018 Juniors meeting ACT Benchmarks increased from 12% in 2015-16 to 24% in 2016-17. Based on ACT 5-Year Trend Data – Average ACT Scores – the average math ACT score was 18.4, which was highest average in 5 years, and had the highest amount of growth (1 full point from 17.4 to 18.4) for all reporting content areas. During the 2016-2017 school year, 49 percent of our students met the benchmark on the reading portion of the ACT while 53 percent of Kentucky students overall met the benchmark of 20 or above on the Reading portion of the ACT. In meeting the benchmark for reading, our males (53.4) beat the state average(49.8); our females (46.1) were lagging behind the state average(56.8). Our current ACT scores lag behind the state average in all categories. Our English score was 18.2 and the state score was 19.2 (we are one point behind). Our math score was 18.4 and the state score was 19.4 (yet again, another point behind). Our reading score was 19.6 and the state score is 20.3 (seven tenths of a point behind the state). Our science score was 19.6 and the state score was 19.9 ( three tenths of a point behind). Our overall composite score was 19.1 and the state's composite score was 19.8 (seven tenths behind the state again). We also fall behind the state in the percentage of students meeting the college readiness benchmarks on the ACT. Percent meeting English benchmark for our school is 50.5 and for Kentucky it is 55.8 (we are 5.3 percentage points behind the state). Percent meeting math benchmark for our school is 37.6 and for Kentucky it is 43.7 (we are 6.1 percentage points behind the state). Percent meeting reading benchmark for our school is 49.8 and for Kentucky it is 53.2 (we are 3.4 percentage points behind the state). Social Studies Department noted the current state as follows: • saw 5% increase in novice on 2016-2017 US History EOC Test • saw 8.72% decrease in apprentice on 2016-2017 US History EOC Test • saw 1.02% increase in proficient on 2016-2017 US History EOC Test • saw 3.72% increase in distinguished on 2016-2017 US History EOC Test • 17.57% of regular education US History students scored novice • 41.03% of special needs/collaboration US History students scored novice • 90.90% of homebound/other US History students scored novice • 17.57% of regular education US History students scored apprentice • 10.26% of special needs/collaboration US History students scored apprentice • 9.10% of homebound/other US History students scored apprentice • 47.29% of regular education US History students scored proficient • 46.15% of special needs/collaboration US History students scored proficient • 0% of homebound/other US History students scored proficient • 17.57% of regular education US History students scored distinguished • 2.56% of special needs/collaboration US History students scored distinguished • 0% of homebound/other US History students scored distinguished • 64.86% of regular education US History students scored proficient/distinguished • 48.71% of special needs/collaboration US History students scored proficient/distinguished • 0% of homebound/other US History students scored proficient/distinguished Non-Academic: We have seen a decrease of approximately 80% in discipline referrals over the last four years. Our student to computer ratio was 1.3:1 last year, but is 1:1 this year. Our current student to teacher ratio is 15:1. The average years of teaching experience is 13.8. According to the WCHS Master Schedule, the number of core and other math teachers decreased from 10 in 2016 - 2017 to 8 in 2017 - 2018.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.



**Example:** 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Our non-duplicated gap group scoring novice on the Algebra II EOC went from 29.6% in 2016 to 40.4% in 2017, which is an increase of 10.8% of NDG students scoring novice. The percentage of students meeting the CCR benchmark fell to 54.8% in 2017 from 68.5% in 2016. According to comparison data of EOC scores at WCHS (2016 - 2017 NAPD vs 2015 - 2016 NAPD), the percent of students scoring distinguished on Algebra 2 EOC decreased from 5.88% to 3.9% and the percent of students scoring proficient decreased from 28.05% to 23.4%. According to KASC ACT results for WCHS (KDE Assessment Supplemental Data), the percent of students meeting benchmarks in mathematics has steadily decreased for 4 years. o 2012 36.8% o 2013 34.7% o 2014 26.3% o 2015 25.5% Social Studies noted the following priorities/concerns: • percent scoring novice rose 5.6% even though we are still below state average on 2016-2017 test • percent scoring apprentice declined 9.4% and is below state average by .9% on 2016-2017 test o novice reduction plan developed, discussed, and is being implemented as follows: Data driven PLC meetings; both whole team and core content team Differentiated instruction and assessment (more formative before summative) Use of pretests to establish path of instruction to follow Build relationships with students Build connections with other teachers that your students have throughout the day to foster encouragement Build connections with special education teachers, homebound teachers, past teachers, parents Use meaningful data: IEP, 504, free & reduced lunch, reading, writing, math scores, current reading level Use meaningful data: EOC, PLAN, ACT scores Teach, repeat, assess, reteach, retest Use chunking; flashbacks to previous material Use student sample exams, questions, and answers

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Trends**

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

Reducing the number of novice in all academic areas for students in the non-duplicated gap group (in particular students with disabilities). Reading - All students were 24% novice and gap group was 26.9% Math - All students were 37.1% novice and gap group was 40.4%. The ACT baseline average for the Math Study Skills class began during 2016 - 2017 academic year (RTI course developed in response to decreasing number of students achieving benchmark in mathematics) was 15.7 in both 2016 - 2017 and 2017 - 2018. Additionally, item analysis for this specific assessment shows similar levels of proficiency for individual items for 2 consecutive years. MAPS Math data - nwea.org - Percent of Proficient and Distinguished (Class of 2019) reports show that from Spring 2016 - 2017 to Fall 2017 - 2018 there were gains in all strands o Operations and Algebraic Thinking increased from 42% to 52% o Real and Complex Number System increased from 34% to 35% o Geometry Concepts increased from 31% to 37% o Statistics and Probability increased from 38% to 49% o Overall average (Mean RIT) score increased from 232 to 235.2 On the 2014-2015 assessment, 56.8% of Kentucky students scored proficient/distinguished, while only 54.9% of WCHS students scored proficient/distinguished; therefore, we did not meet the state average by 1.9%. On the 2015-16 assessment, 56.4% of Kentucky students scored proficient/distinguished, and 57.8% of WCHS students scored proficient/distinguished. We surpassed the state average by 1.4%; in fact, the state average decreased by 0.4%, while our average increased by 2.9%. Last year's goal was to increase proficiency, to top the state average, and to widen the gap between our scores and the state average by at least an additional 2%. Not only did our students meet that goal, they surpassed it with a score of 64% proficient/distinguished, topping the state by 8.4%. Not only do we want to increase the percentage of proficient and distinguished

scores, we want to decrease (and eventually eliminate) the novice scores. On the 2016-17 assessment, 24% of students scored novice (under the state average of 33.3%), but our goal is to decrease that number by at least 4%. ACT and EOC Test Preparation o Help to bring students at or above the Math benchmark of 19 on ACT. o 20.3% met ACT benchmark in 2012 o 36.8% met ACT benchmark in 2013 o 21% met ACT benchmark in 2014 o 26.3% met ACT benchmark in 2015. o 40.8% met ACT benchmark in 2016. o 48% met ACT benchmark in 2017. o Help to increase student's individual Math ACT score. o Average score in Math on ACT in 2012 was 17.3 (still below benchmark of 19). o Average score in Math on ACT in 2013 was 18.2 (still below benchmark of 19). o Average score in Math on ACT in 2014 was 18.1 (still below benchmark of 19). o Average score in Math on ACT in 2015 was 17.6 (still below benchmark of 19.) o Average score in Math on ACT in 2016 was 17.4 (still below benchmark of 19.) o Average score in Math on ACT in 2017 was 16.6 (still below benchmark of 19.) o Help to improve some of the 36.88% in the apprentice range of the Algebra 2 EOC in 2017 to the proficient/distinguished range. As well as, help to reduce the novice percentage of 35.81% from the Algebra 2 EOC. o Help to increase MAP assessment results each time the students take the assessment. o The Geometry classes need to be within a range of 230-250 by spring 2018. o The Algebra II classes need to be within a range of 235-255 by spring 2018. Social Studies PLC noted the following trends: • 60 more students tested in 2016-2017 • participation rate 99.3% in 2016-2017 which might have hurt our scores • percent scoring novice rose 5.6% even though we are still below state average on 2016-2017 test • percent scoring apprentice declined 9.4% and is below state average by .9% on 2016-2017 test • percent scoring proficient rose .9% and is below state average by .3% on 2016-2017 test • percent scoring distinguished rose 2.8% and is above state average by 2.7% on 2016-2017 test • percent scoring proficient/distinguished rose 3.7% and is above state average by 2.4% on 2016-2017 test

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Potential Source of Problem

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

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

1. Deployment of Standards: No additional resources and / or efforts required at this time as National Standards have been successfully implemented in the Math Dept. and curriculum documents have been developed to ensure each are addressed adequately. 2. Delivery of Instruction: Response to intervention (study skills, students flagged and recognized). Alignment within the Math Dept. began in earnest during the 2016 - 2017 academic year. Core groups worked collectively to create pacing guides and common assessments. This year a move toward more vertical alignment has begun with conversations regarding standards, modifications of assessments to employ "novice reduction strategies" including 75% new / 25% review, and department is working toward more closely aligning pacing in the delivery of content. Social Studies PLC noted the following: • Discovered that when students are presented the unit outline in a Cornell note-taking format and provided time in class to complete it, many students will simply research, then cut and paste what they find. There appears to be very little cognitive connection between what is being asked and what the response is. Students were completing a mechanical

action instead of actually engaging with the material. 3. Assessment Literacy: WCHS Math Dept. PLC agenda template for weekly meeting and curriculum documents added common assessment, item analysis, and other data analysis items as key components. 4. Review, Analyze and Apply Data Results: Incorporation of new resources with existing technologies to perform assessments, score assessments, and share common assessment data, including the generation of reports allowing for easier access to prepare and share item analysis documents, as well as allowing for more immediate feedback to students and parents / guardians. Social Studies PLC noted the following: • Discussed difference in unit test results between students who completed unit outline by handwriting the notes versus students who typed the notes in on a digital copy of the outline. Students who chose to handwrite the notes scored better than those who typed the notes in on a digital copy. • Mrs. Smith will continue to use the pencil/paper version of the unit outline. Mr. Lowrie will offer the pencil/paper version of the unit outline & a digital copy, but will limit the amount of information being presented so that students cannot work ahead. This will require them to be more engaged in the daily lesson and will prevent them from being able to merely research, cut, and paste answers. ELA PLC noted: We can analyze data from ACT, EOC, On-Demand, and MAP. Use this data to drive instruction and develop curriculum based on student needs. 5. Design, Align and Deliver Support Processes with Sub-group Focus: WCHS Math Dept. sought and received administrative permission and has begun the “go digital process” with all department documents in an effort to make current curriculum documents into “living / breathing” and consistently updated / modified as opposed to prior year documents that were created or updated annually and were rarely revisited. 6. Establish a Learning Culture and Environment: WCHS Math Dept. PLC has worked to establish an “environment of trust” and has gained noticeable positive momentum, in terms of curriculum development, data analysis, construction of common assessments, utilization of new technologies, and being pro-active in Novice Reduction strategies.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Strengths/Leverages**

Plainly state, using precise numbers and percentages revealed by current data.

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















Graduation rate has increased over the last three years from 93.3% to its current rate of 97.6%. Achievement has increased over the last three years from 63.3% to its current rate of 63.8%. Writing score has increased from 59.3% to 78.3% in the last three years. Reading score has increased from 53.5% to 64% in the last three years. ACT math score has increased from 17.4% in 2016 to 18.4% in 2017. Our non-duplicated gap group scoring proficient/distinguished on the English II EOC is 58.5% versus the state percentage of 43.9 which is 14.6 percentage points above the state. Our non-duplicated gap group scoring proficient on the Biology EOC went from 24.4% in 2016 to 28.9% in 2017, which is an increase of 4.5% of NDG students scoring proficient. Our non-duplicated gap group scoring proficient/distinguished on the US History EOC is 53.5% versus the state percentage of 45.4 which is 8.1 percentage points above the state. Our non-duplicated gap group scoring proficient/distinguished on the 11th Grade On-Demand Writing is 73.1% versus the state percentage of 47.8 which is 25.3 percentage points above the state. ACT average scores in Mathematics have increased from 17.4 to 18.4 (2016 to 2017) MAPS Math average (mean RIT) scores have increased from 232 to 235.2 (2016 to 2017) Students enrolled in Math Study Skills classes have baseline ACT average scores that increased from 15.76 (August 2017) to 16.7 (October 2017) Social Studies noted the following: • 22 AP U.S. History students passed the AP U.S. History national exam • 9 WCHS students were selected as Governor’s Scholars participants

## **ATTACHMENTS**

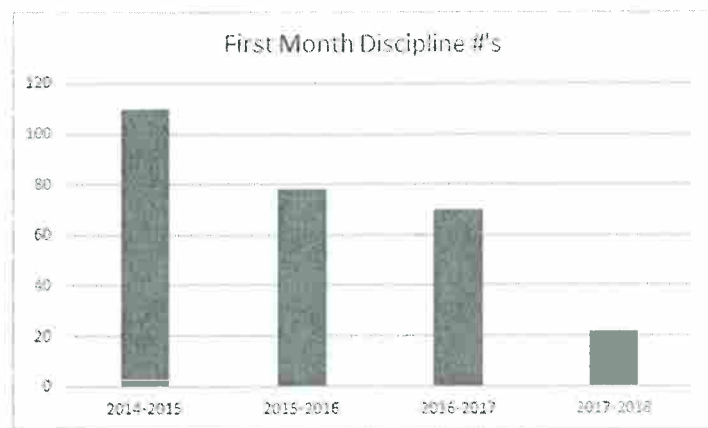
Please be sure to upload the files in the Attachments section at the end of the diagnostic.



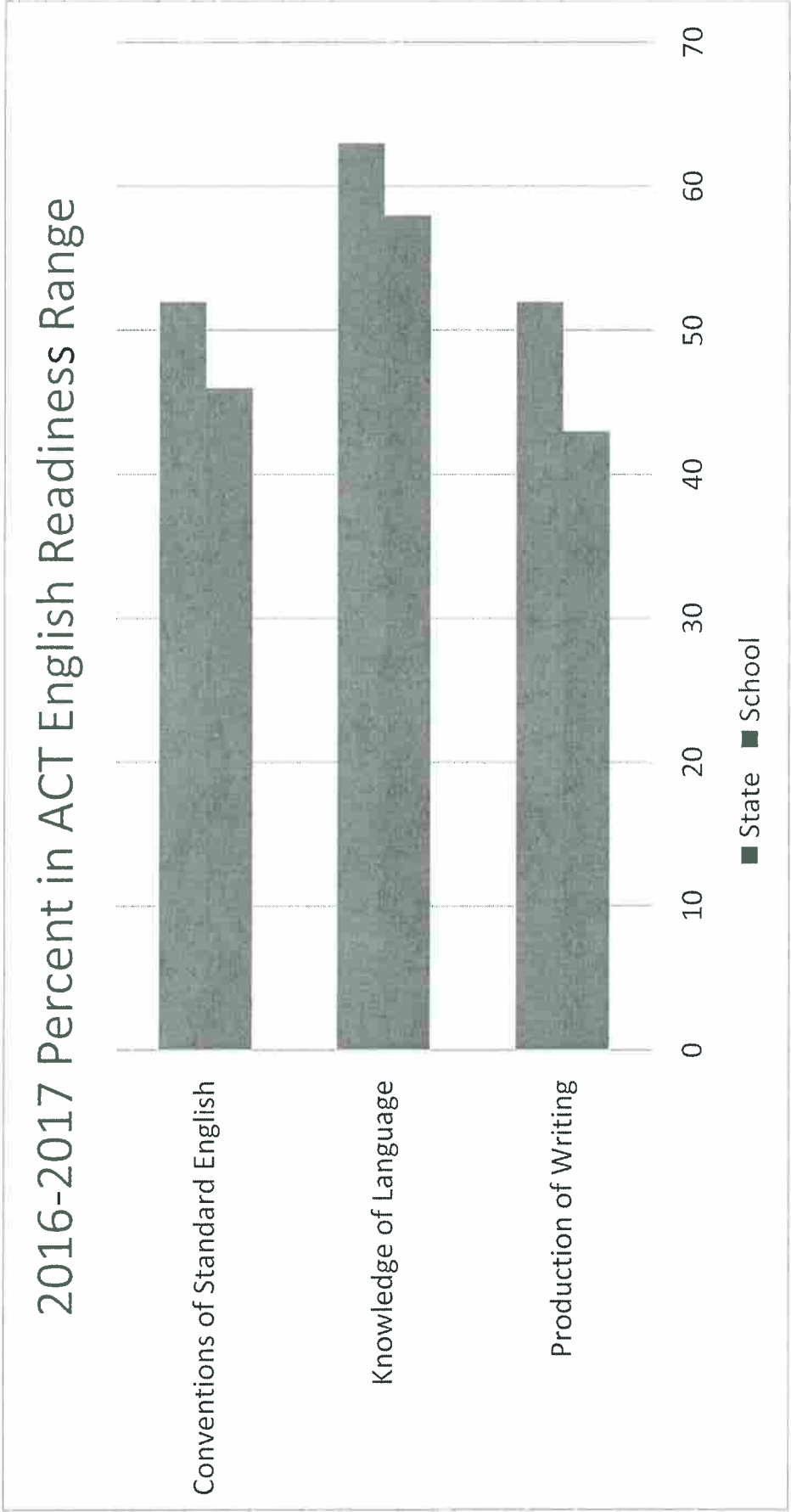
## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2017 First Month's Discipline	Graph with discipline analysis for the first month of school over the past four school years.	,
 ACT Results	Last five years of data	, ,
 ACT by Content	ACT Content data for the past five years.	, ,
 Accountability Calculator	Our data in the calculator	, ,
 Algebra 2 Curriculum Map	Curriculum Map	
 Data At A Glance	Comparison of 15-16 to 16-17 overall data	, ,
 KASC Data Graphs	Testing and other data is graphed.	, , ,
 Math PLC Team Agenda 9-11-17	Agenda/Minutes	
 Math PLC Team Meeting 10-16-17	Minutes/Agenda	
 NAPD Count	Comparison of 15-16 to 16-17 NAPD	,
 PLCS Meeting Agenda	Agenda	
 PLCS Meeting Minutes	Minutes	
 Social Studies PLC Agenda	Minutes	, ,
 WCHS School Report Card	Various data contained within	, , ,

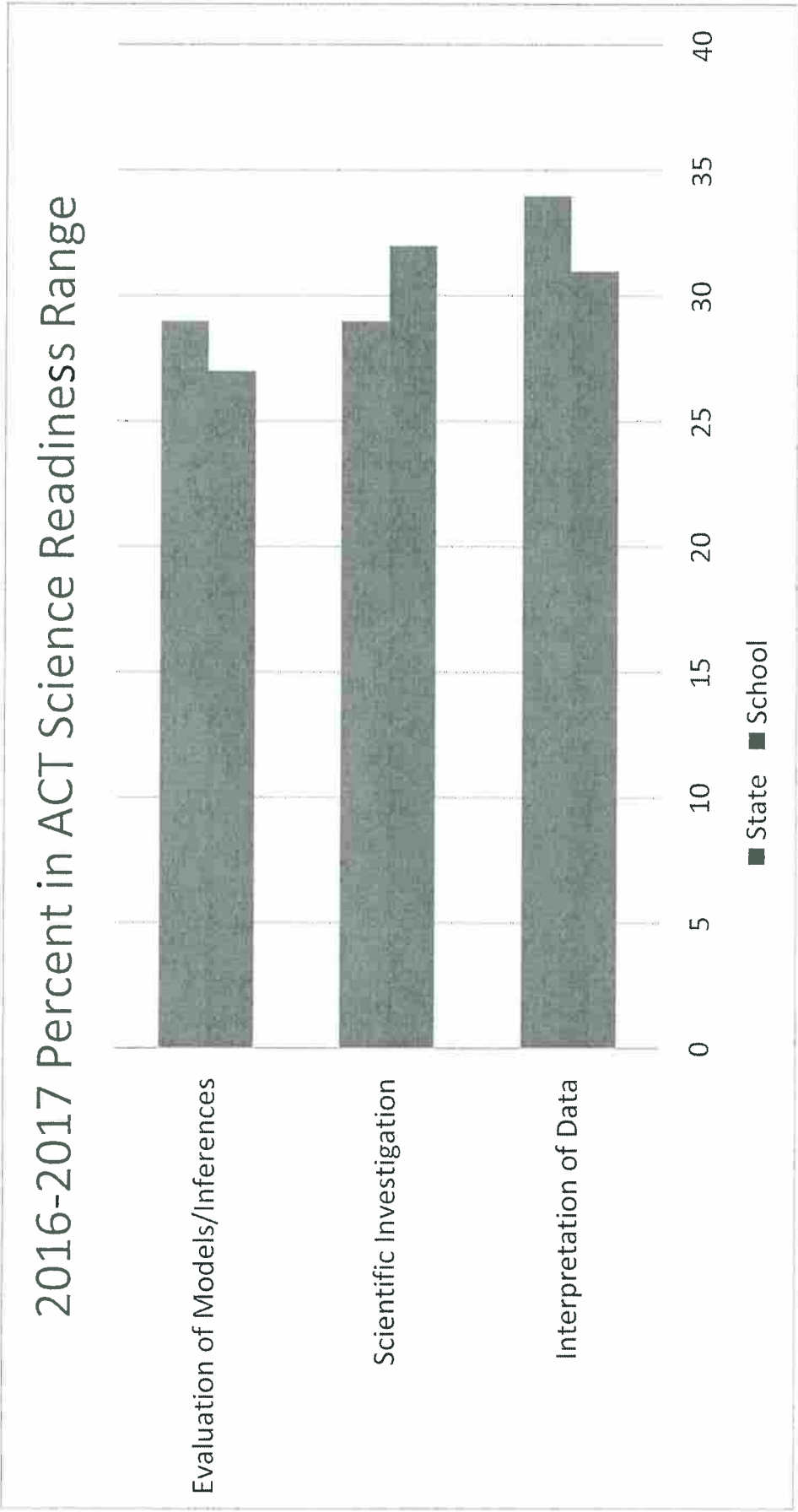
Sept. 27<sup>th</sup>, 2017



English Reporting Categories		School	State
Production of Writing		43	52
Knowledge of Language		58	63
Conventions of Standard English		46	52



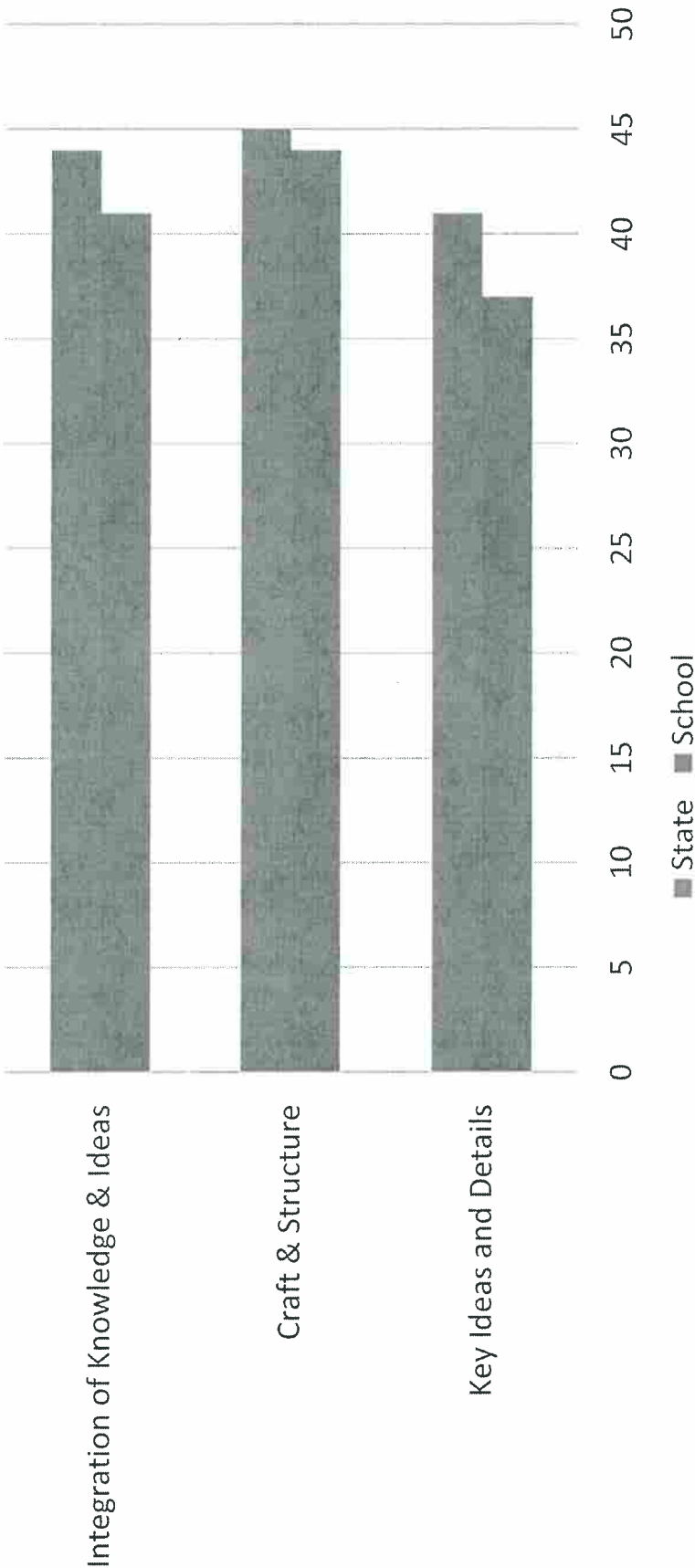
Science Reporting Categories		State
Interpretation of Data	School	34
Scientific Investigation	School	29
Evaluation of Models/Inferences	School	29





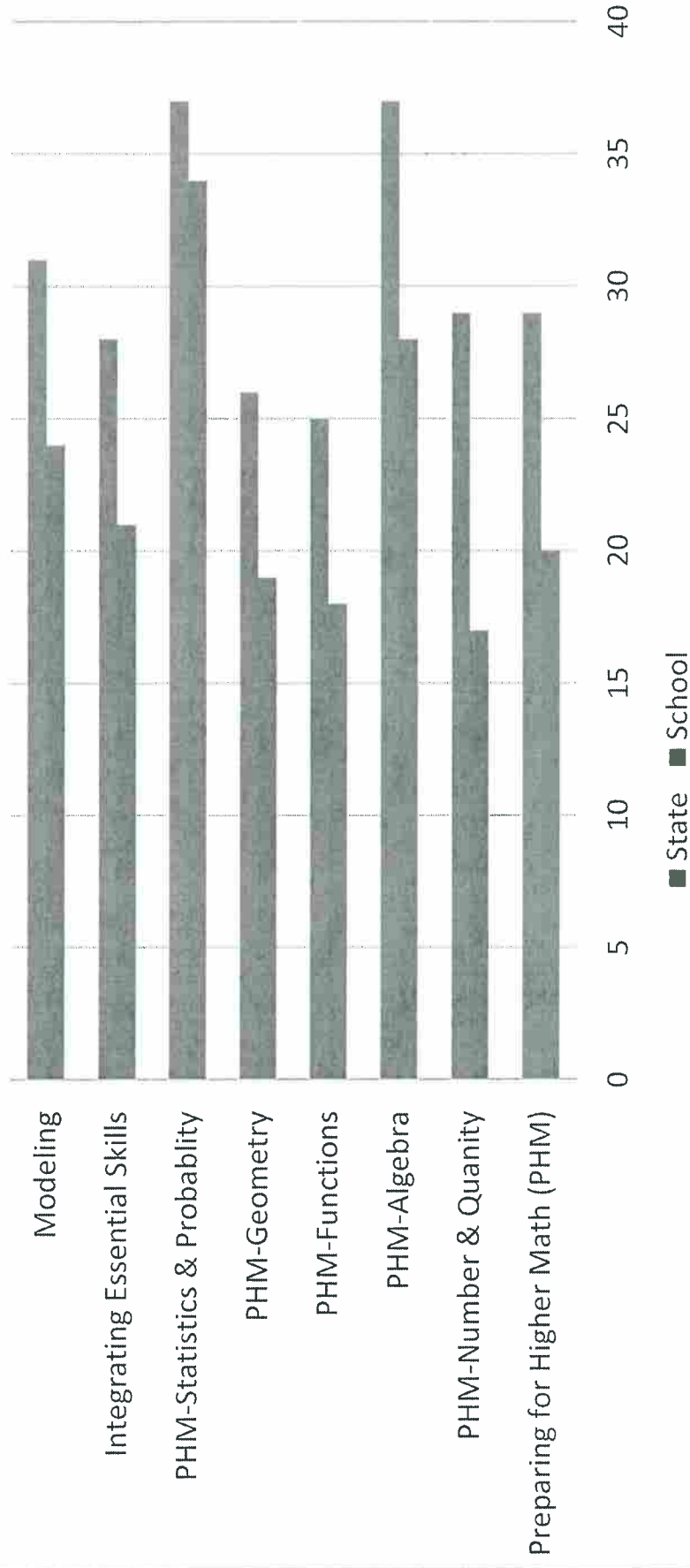
Reading Reporting Categories		School	State
Key Ideas and Details		37	41
Craft & Structure		44	45
Integration of Knowledge & Ideas		41	44

2016-2017 Percent in ACT Reading Readiness Range



Math Reporting Categories	School	State
Preparing for Higher Math (PHM)	20	29
PHM-Number & Quantity	17	29
PHM-Algebra	28	37
PHM-Functions	18	25
PHM-Geometry	19	26
PHM-Statistics & Probability	34	37
Integrating Essential Skills	21	28
Modeling	24	31

2016-2017 Percent in ACT Math Readiness Range



Unit	Sections	Common Core Standard	"I can" statements	Date Completed (Assessed) Overall Average	Links: Standards Lessons Assignments
Unit 1 – Intro and Review	<ul style="list-style-type: none"> <li>Review of Tools of Algebra</li> <li>Relations and Functions</li> <li>Linear</li> <li>Functions and Slope</li> <li>Intercept Form</li> <li>More About Linear Equations</li> <li>Extension: Piecewise Functions</li> <li>Using Linear Models</li> <li>Families of Functions</li> <li>Absolute Value</li> <li>Functions and Graphs</li> <li>Two Variable Inequalities-calc</li> </ul>	<p>F.IF.5 A.SSE.1A A.SSE.1B A.APR.1 A.CED.1 A.CED.4 F.IF.1 F.IF.2 A.CED.2 F.IF.4 F.IF.7 - 9 F.IF.7B A.CED.2 F.IF.6 F.BF.1 F.IF.7B F.BF.3</p>	<p>I can identify and describe patterns. I can graph and order real numbers. I can identify properties of real numbers. I can evaluate algebraic expressions. I can simplify algebraic expressions. Real Number properties Test 1</p> <hr/> <p>I can solve equations. I can solve problems by writing equations. I can solve and graph inequalities. I can write and solve compound inequalities. I can write /solve equations and inequalities involving absolute value. Inequality Quiz 1.5 Test 2</p> <hr/> <p>I can graph relations. I can identify functions. I can graph linear equations. I can write equations of lines. I can write an equation of a line give its slope and a point I can write linear equations that model real-world data. I can make predictions from linear models. I can analyze transformations of functions. I can graph absolute value functions. I can graph two-variable inequalities. Test 3</p>	<p>20 days 9/22/17</p> <p>8/22 –</p> <p>Common Core Math Standards</p> <p>2016 Unit 1 Common Assessment</p> <p>2017 Alg2 Test 1 (1.1-1.4)</p> <p>2017 Alg 2 Test 1.1 - 1.4 make up</p> <p>Common Assessment 1 on 9/6/17</p> <p>Leach Test Intro Unit 9/6/17 75.6 % L</p> <p>9/13/17 Crabtree Test 1: 77%</p> <p>Common Assessment 2 on 9/14/17 (1.5-1.6)</p> <p>9/6/17 (Honors) Bowman 87.5% B</p> <p>9/8/17 (Reg.) Bowman 78.8% B</p> <p>9/21/17 Test 2 Crabtree: 77%</p> <p>9/22/17 Test 2 Leach 75.7% L</p> <p>Common Assessment 3 on 9/22/17 (2.1-2.4)</p>	<p>Leach Alg 2 Unit 1 Lessons Leach Alg2 week 2 - 3 Leach Alg 2 Unit 1 week 3 -4 Leach Algebra 2 Google Classroom 2017 syllabus</p> <p>Crabtree Alg. 2 Unit 1</p> <p>Sections 1.4-1.6 (Solving Equations, Solving Inequalities, Absolute Value Equations and Inequalities</p> <p>1.5 HW pg. 38 (14-23; Honors 14-42 evens)</p> <p>1.6 HW pg. 46 (14-24 evens)</p> <p>Activities: group presentation- inequalities with absolute value</p> <p>Sections 2.1-2.5 (Relations and Functions, Slope-Intercept,, Point-Slope, Standard, Linear Models)</p> <p>2.1 HW p. 65 10-24</p> <p>2.2 HW Direct Variation Homework</p> <p>2.3 HW p. 78-79 8-26 (even), 37-41</p> <p>2.4 HW Point Slope and Standard Form Homework</p>

			<p><b>Bowman Test 3</b>  <b>9/15/17 (Honors) 80.9%</b>  <b>9/29/17 (Reg) 53.9- Redo after conferences 83.9%</b></p> <p><b>10/11/17 Test 3 Crabtree: ___%</b>  <b>10/9/17 Test #3 Leach 64% L</b></p> <p><b>Common Assessment 4 (2.6-2.8)</b>  <b>9/28/17 (Honors) Bowman 85.3% B</b>  <b>10/10/17 (Reg) 86.5%</b></p> <p><b>Test 3 Item Analysis Leach</b></p>	<p><u>Linear Equations Quiz</u></p> <p>2.5  <u>Linear Word Problems</u></p> <p><b>Activities:</b>  Algebra II  <u>Stained Glass Activity pg 1</u>  <u>Stained Glass Activity pg 2</u></p> <p>Honors Algebra II- modified activity: create any image and create equation for lines used</p> <p>Review Activity  <u>Linear Practice- Review</u></p> <p><b>Sections 2.6-2.8 (Families of Functions, Absolute Value Functions and Graphs, Two-Variable Inequalities)</b></p> <p>2.6 HW  pg. 104 10-22</p> <p>2.7 HW  p.111 8-30</p> <p>2.8 HW  p.118-119 1-7, 39-45</p>
--	--	--	--	---

<p><b>Unit 2 – Systems of Linear Equations</b></p>	<ul style="list-style-type: none"> <li>Solving Systems Using Tables and Graphs</li> <li>Solving Systems Algebraically</li> <li><u>Systems of Inequalities-calc</u></li> <li><u>Linear</u></li> <li><u>Programming-calc</u></li> <li><u>Systems with 3 Variables-calc</u></li> </ul>	<p>A.CED.2 A.CED.3 A.REI.6 A.REI.11 A.REI.5 A.REI.12</p>	<p>I can solve a linear system using a graph or a table. I can solve linear systems algebraically. I can solve systems of linear inequalities. I can solve systems using linear programming. I can solve systems in three variables using elimination. I can solve systems in three variables using substitution.</p>	<p>tentative 5 days  9/25 – 9/29</p>	<p><b>Exam 3.1-3.3</b> <b>10/9/17 (Hon)</b> <b>Bowman 89.7%</b> <b>10/20/17 (Reg)</b> <b>Bowman</b></p>	<p><u>Alg2 End of Unit 2 Cumulative Assessment</u>  3.2 HW pg. 142 “Solve It” at top of page, pg. 145-146 2-18 evens only  <b>Linear Inequalities Activity (Honors):</b> tissue paper inequalities-stained glass <b>Linear Programming Activities:</b> Lego Activity Shoe Production Activity Dirt Bike Activity</p>
<p><b>Unit 3 – Quadratics</b></p>	<p><u>Quadratic Functions and Transformations</u> <u>Standard Form of a Quadratic Function</u> <u>Modeling with Quadratic Functions</u> <u>Factoring Quadratic Expressions</u> <u>Quadratic Equations-calc</u> <u>Completing the Square</u> <u>Quadratic Formula</u> <u>Complex Numbers</u> <u>Quadratic Systems-calc</u></p>	<p>A.CED.2 F.IF.4-7, 9 F.BF.3 F.BF.1 A.SSE.2 A.SSE.1a A.APR.3 A.CED.1 A.REI.4b N.CN.1, 2, 7, 8 A.CED.3 A.REI.7</p>	<p>I can identify and graph quadratic functions. I can graph quadratic functions written in standard form. I can model data with quadratic functions. I can find common and binomial factors of quadratic expressions. I can factor special quadratic expressions. I can solve quadratic equations by factoring. I can solve quadratic equations by graphing. I can solve equations by completing the square. I can rewrite functions by completing the square. I can solve quadratic equations using the Quadratic Formula. I can determine the number of solutions by using the discriminant. I can identify, graph, and perform operations with complex numbers. I can find complex number solutions of quadratic equations. I can solve and graph systems of linear and quadratic equations. I can solve and graph systems of quadratic inequalities.</p>	<p>tentative 21 days  9/29 – 10/30</p>		

Unit	Sections	Common Core Standard	“I can” statements	days	Date Completed (Assessed)	Overall Average	Feedback / Reflection
------	----------	----------------------	--------------------	------	---------------------------	-----------------	-----------------------



Unit 8: Rational Functions	Rational Functions and their graphs Rational Expressions Adding and Subtracting Rational Expressions Solving Rational Equations	A.CED.2 F.IF.7 F.BF.1 F.BF.1b A.SSE.1 A.SSE.1a A.SSE.1b A.SSE.2 A.APR.7 A.APR.6 A.CED.1 A.REI.2 A.REI.11	I can identify properties of rational functions.  I can graph rational functions. I can simplify rational expressions.  I can multiply and divide rational expressions. I can add and subtract rational expressions. I can solve rational equations.  I can use rational equations to solve problems.	11 days  1/15-1/29		

Whitley County High School      3<sup>rd</sup> Trimester      2016 – 2017      Math Department      Algebra 2

Unit	Sections	Common Core Standard	"I can" statements	Days	Date Completed (Assessed)	Overall Average	Feedback / Reflection
Unit 9: Exponential and Logarithmic Functions	Exploring Exponential Models-calc Properties of Exponential Functions-calc Logarithmic Functions as Inverses Properties of Logarithms Exponential and Logarithmic Equations	A.SSE.1b A.CED.2 F.IF.7.e F.IF.8b F.BF.1b A.REI.11 F.LE.4	I can model exponential growth and decay. I can explore the properties of functions of the form $y=ab^x$ . I can graph exponential functions that have base $e$ . I can write and evaluate logarithmic expressions. I can graph logarithmic functions. I can use the properties of logarithms. I can solve exponential and logarithmic equations.	10 days			
Unit 10: Quadratic Relations and Conic Sections	Exploring Conic Sections Parabolas and Circles Ellipses and Hyperbolas	G.GPE.1 G.GPE.2 G.GPE.3	I can graph and identify conic sections. I can write the equation of a parabola and graph parabolas. I can write and graph the equation of a circle. I can find the center and the radius of a circle, and use them to graph the circle. I can write the equation of an ellipse. I can find the foci of an ellipse. I can graph an ellipse. I can graph hyperbolas. I can find and use the foci of a hyperbola.	9 days			5 days Utilize reference sheets





**2015-2016 vs. 2016-2017**

**Data At A Glance**

<b>English II EOC</b>	<b>Tested</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>% P/D</b>
2016-2017	282	25.2	11.7	47.5	15.6	63.1
2015-2016	308	31.8	10.4	43.8	14	57.8
+/-	<b>-26</b>	<b>-6.6</b>	<b>1.3</b>	<b>3.7</b>	<b>1.6</b>	<b>5.3</b>

<b>Algebra II EOC</b>	<b>Tested</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>% P/D</b>
2016-2017	278	37.1	37.4	21.6	4	25.5
2015-2016	223	27.8	40.8	25.1	6.3	31.4
+/-	<b>55</b>	<b>9.3</b>	<b>-3.4</b>	<b>-3.5</b>	<b>-2.3</b>	<b>-5.9</b>

<b>Biology</b>	<b>Tested</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>% P/D</b>
2016-2017	282	21.3	46.5	25.5	6.7	32.3
2015-2016	303	22.4	45.2	26.1	6.3	32.3
+/-	<b>-21</b>	<b>-1.1</b>	<b>1.3</b>	<b>-0.6</b>	<b>0.4</b>	<b>0</b>

<b>US History</b>	<b>Tested</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>% P/D</b>
2016-2017	280	25.7	13.9	45.7	14.6	50.4
2015-2016	217	18.9	24.9	44.2	12	56.2
+/-	<b>63</b>	<b>6.8</b>	<b>-11</b>	<b>1.5</b>	<b>2.6</b>	<b>-5.8</b>

<b>ACT</b>	<b>Tested</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
2016-2017	279	18.2	18.4	19.6	19.6	19.1
2015-2016	210	18.1	17.4	19.2	19.1	18.6
+/-	<b>69</b>	<b>0.1</b>	<b>1</b>	<b>0.4</b>	<b>0.5</b>	<b>0.5</b>

<b>CCR</b>	<b># of Seniors</b>	<b>% CCR</b>
2016-2017	199	55.3
2015-2016	238	68.5
+/-	<b>-39</b>	<b>-13.2</b>

<b>Grad Rate</b>	<b>4 year</b>	<b>5 year</b>
2016-2017	93.2	97.6
2015-2016	94	95.5
+/-	<b>-0.8</b>	<b>2.1</b>

<b>Proficiency/Gap (Non-Dup)</b>	<b>Comb R/M</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing</b>
2016-2017	45.2	57.5	20.3	27.7	54	71.4
2015-2016	44	56.8	31.1	31.6	55.4	51
+/-	<b>1.2</b>	<b>0.7</b>	<b>-10.8</b>	<b>-3.9</b>	<b>-1.4</b>	<b>20.4</b>

<b>On-Demand Writing</b>		<b>N</b>	<b>A</b>	<b>P</b>	<b>D</b>	<b>%P/D</b>
2016-2017 (Juniors)	274	5.5	16.8	69	8.8	77.7
2015-2016 (Sophomores)	304	3.6	53	29.9	13.5	43.4
+/-	<b>-30</b>	<b>1.9</b>	<b>-36.2</b>	<b>39.1</b>	<b>-4.7</b>	<b>34.3</b>

# Whitley County High School

## 2017 Test Score Graphs

### INCLUDED IN KDE RELEASED RESULTS

- The Gap calculation includes Non-duplicated and Novice Reduction

### NO LONGER INCLUDED

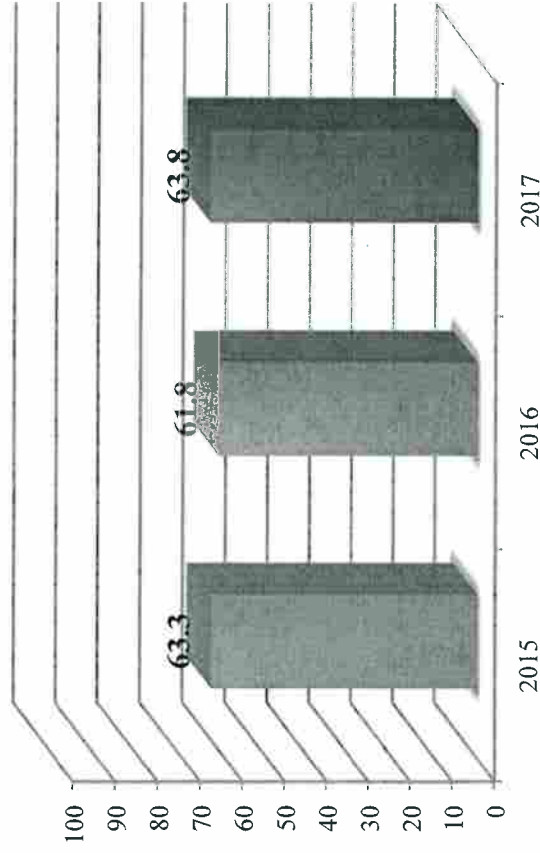
Schools will not receive...

- Overall Score
- Classification
- Rewards or Assistance
- Learner Score
- Program Review Score (not in results but included in SRC if submitted by the district)
- Language Mechanics

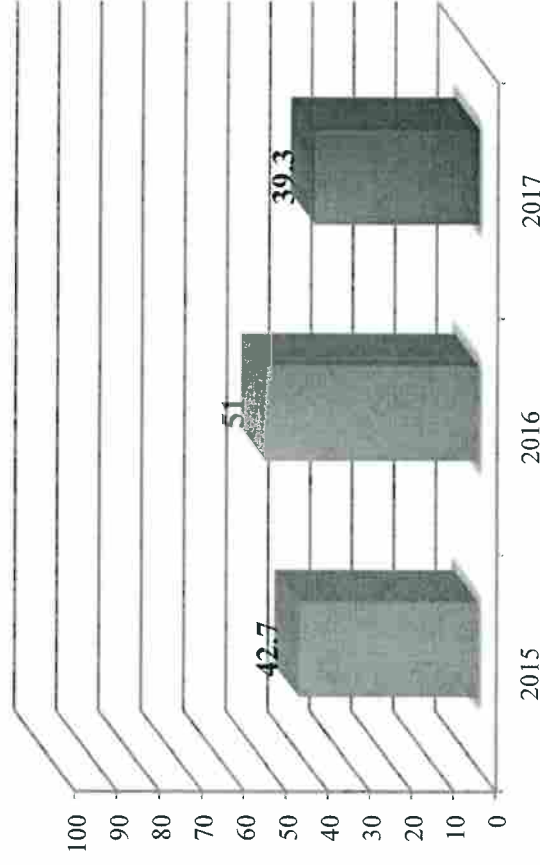
# Whitley County High School

## 2017 Test Score Graphs

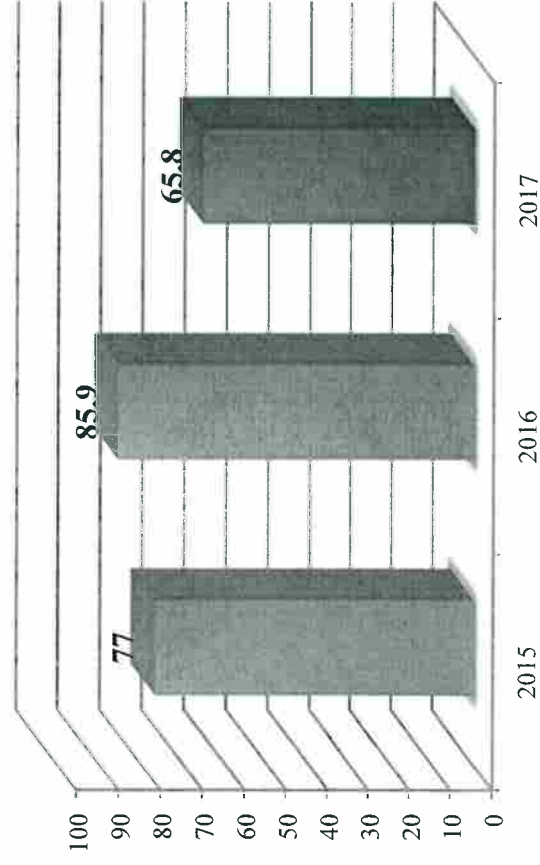
Achievement



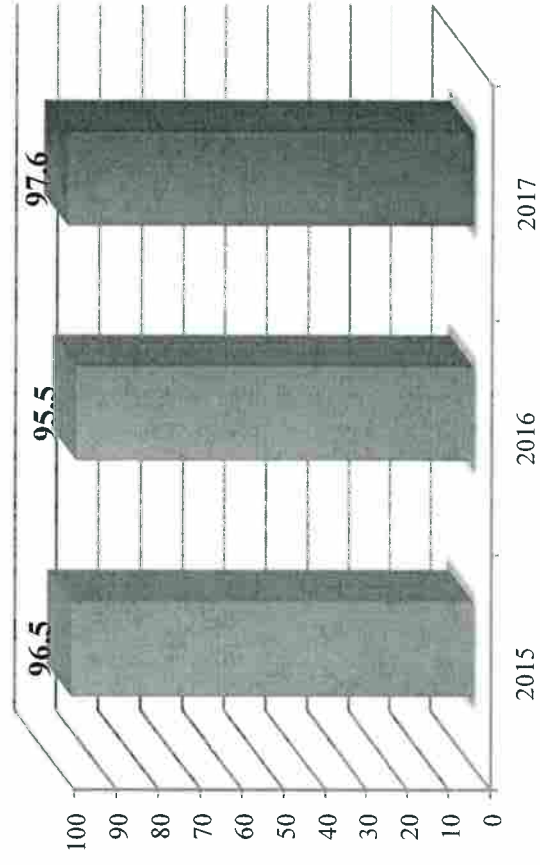
Gap



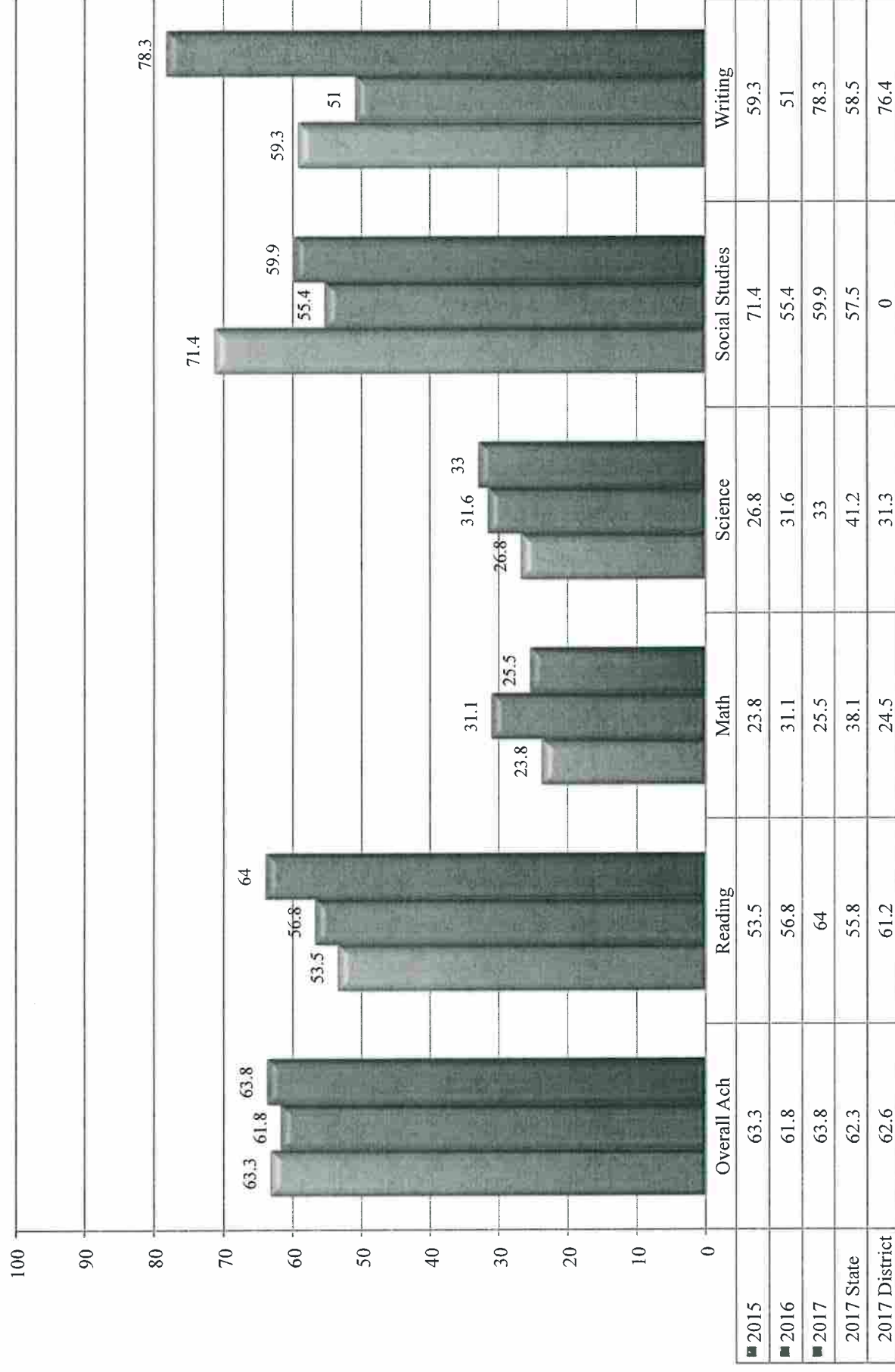
CCR



Graduation Rate

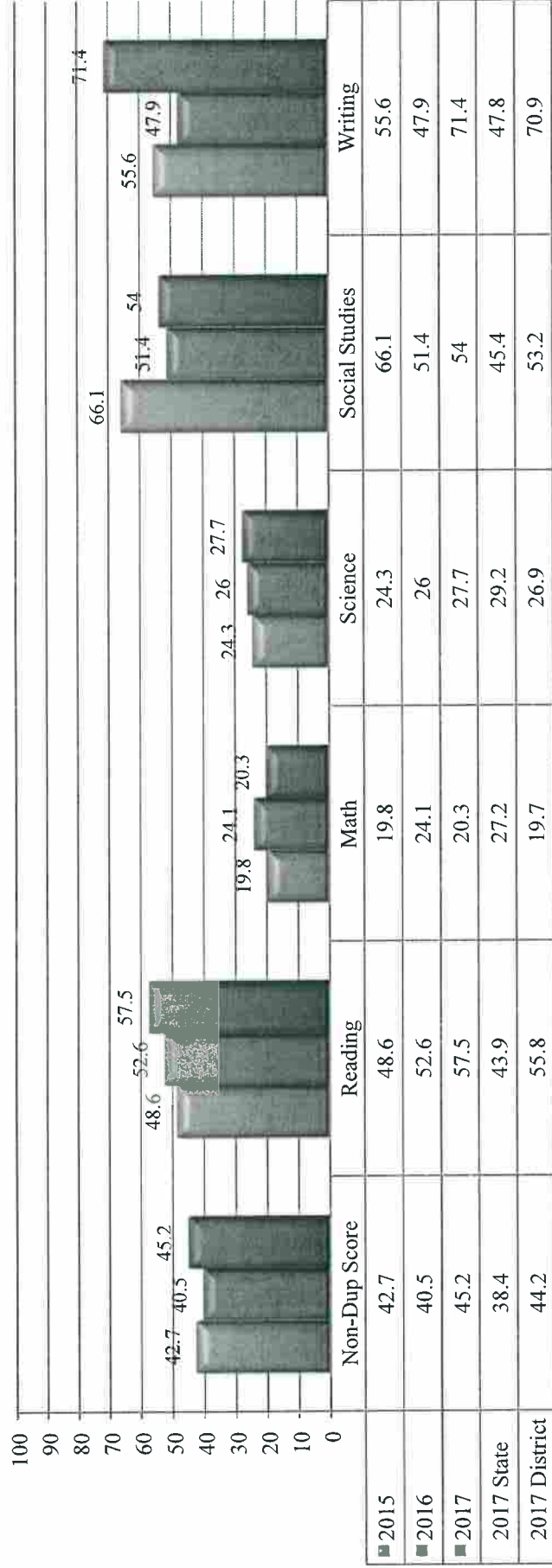


## Achievement

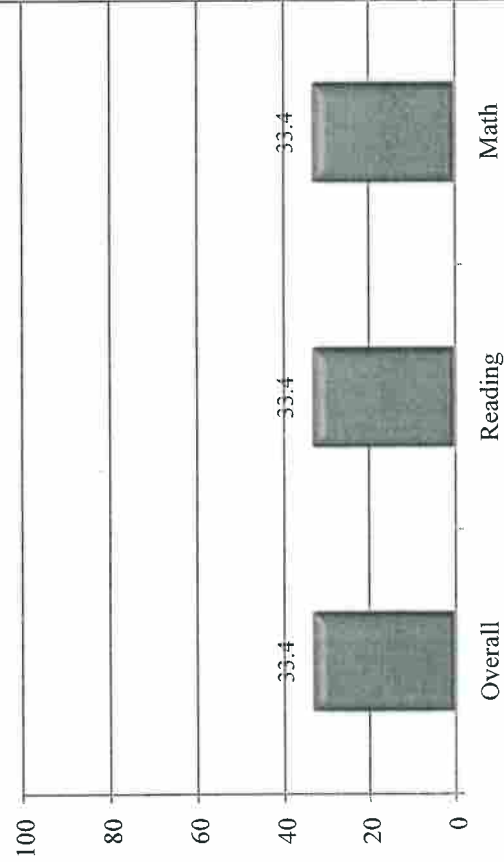


Overall Ach includes bonus points; Subject Scores are % proficient and distinguished

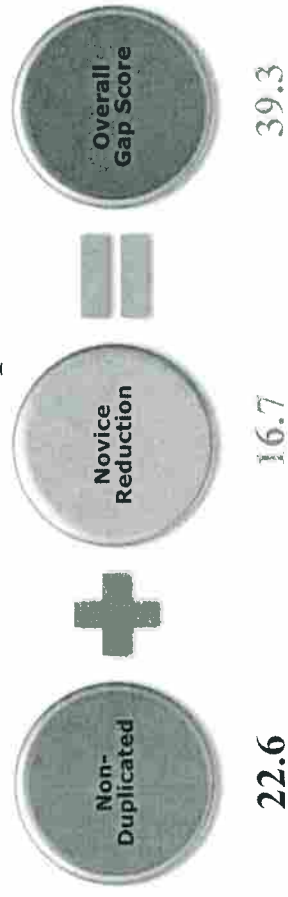
## Non-Duplicated Gap %



## 2017 Novice Reduction Points

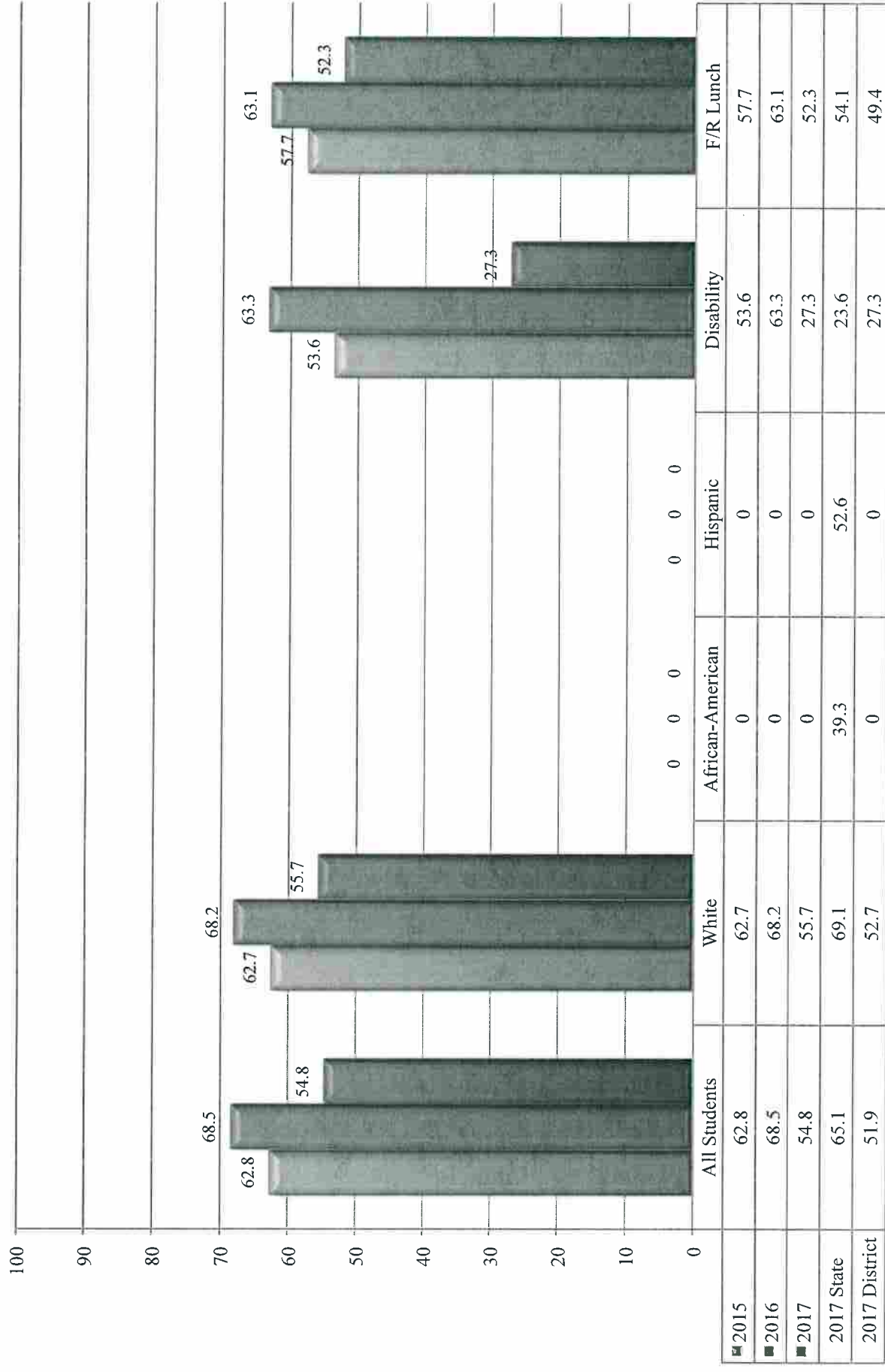


## Overall Gap Score

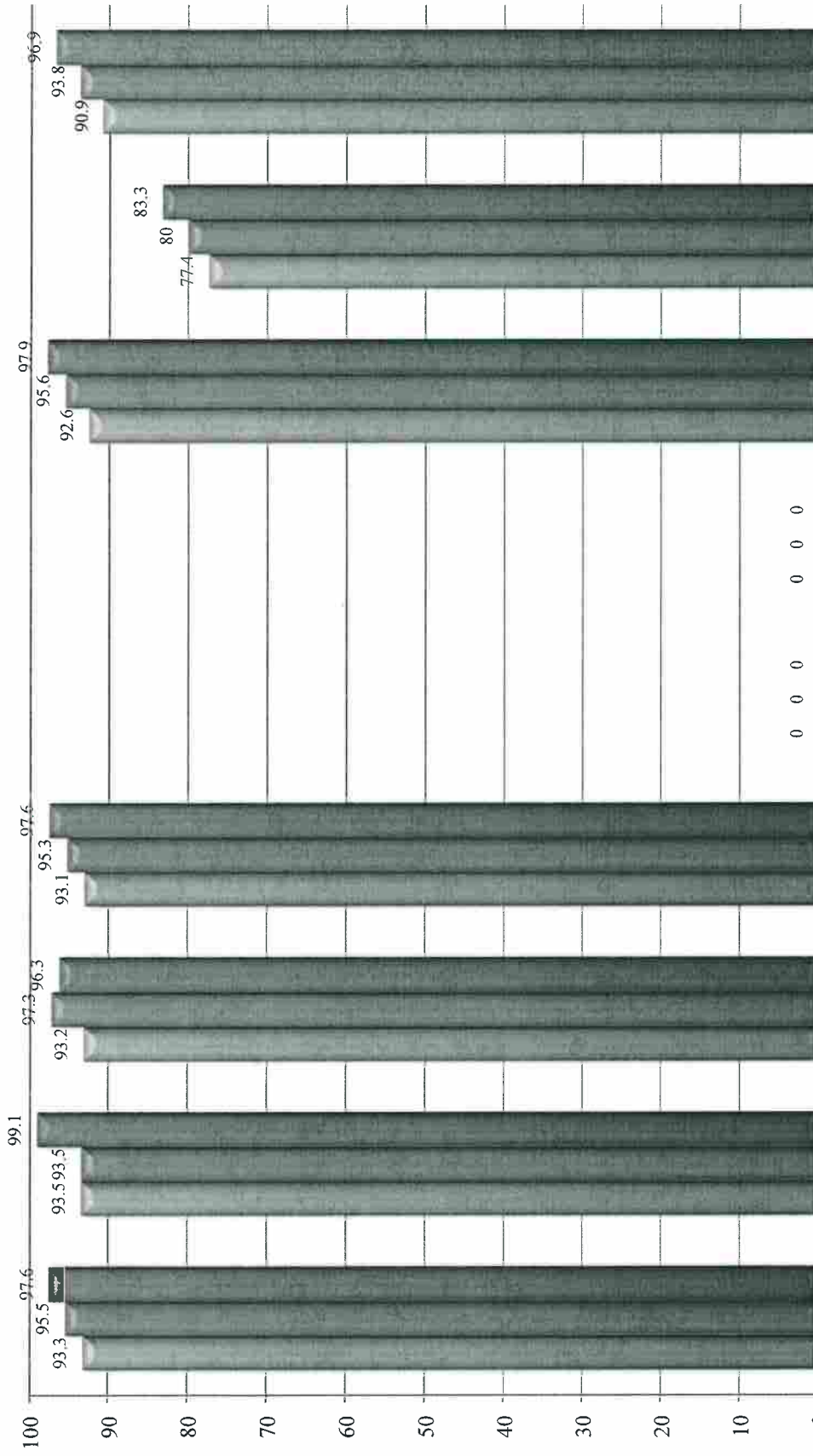




## CCR % Meeting Benchmark

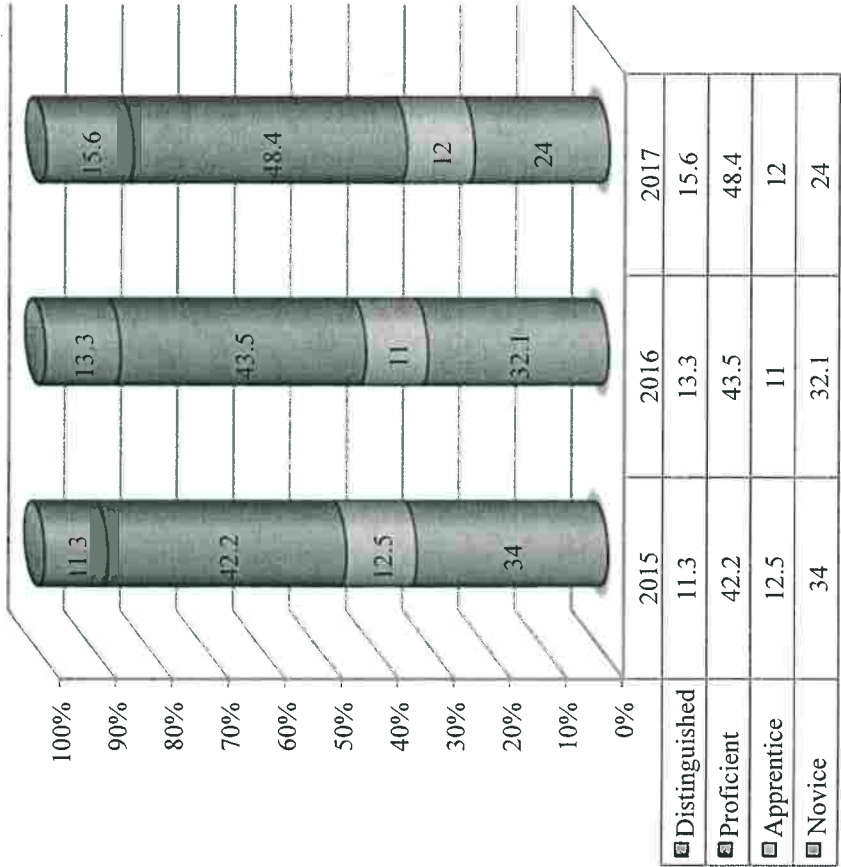


### Graduation Rate

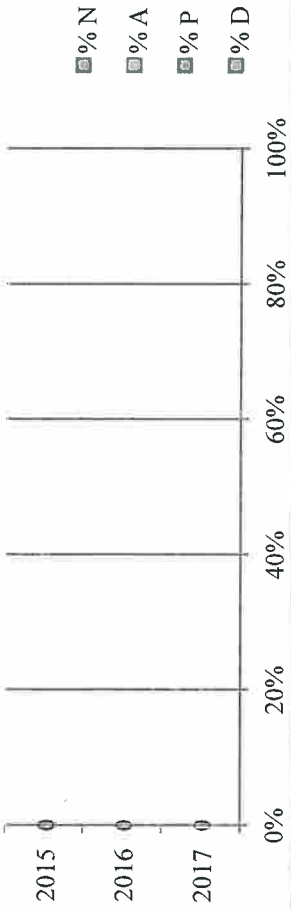




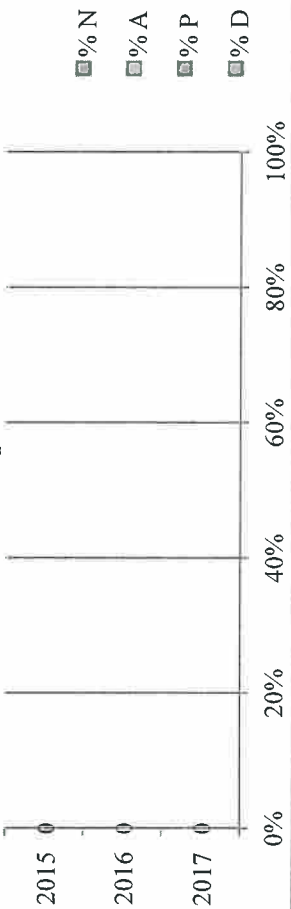
Reading - All Students



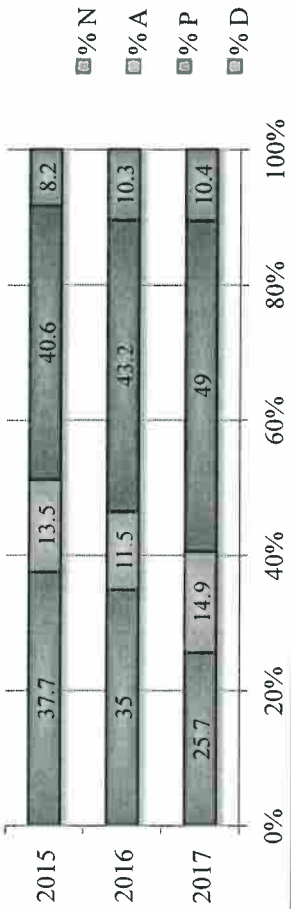
African-American



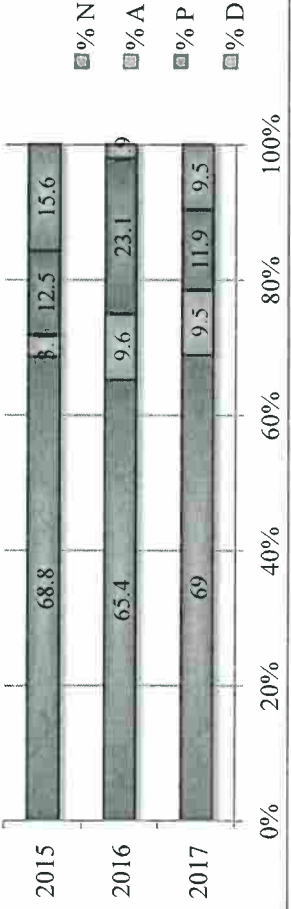
Hispanic



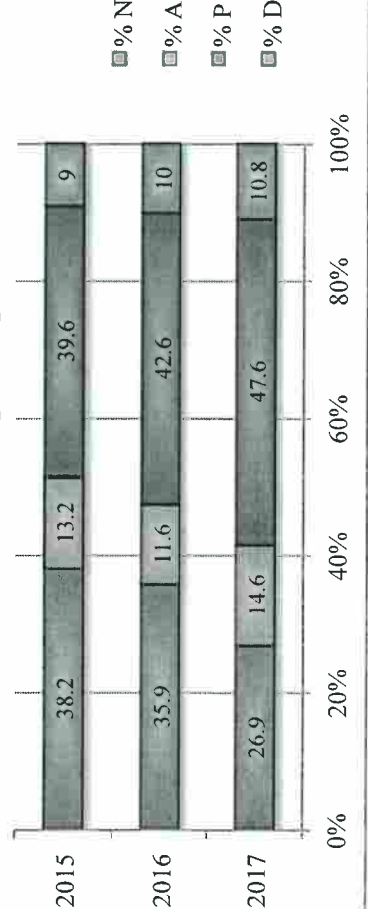
F/R Lunch



Disability



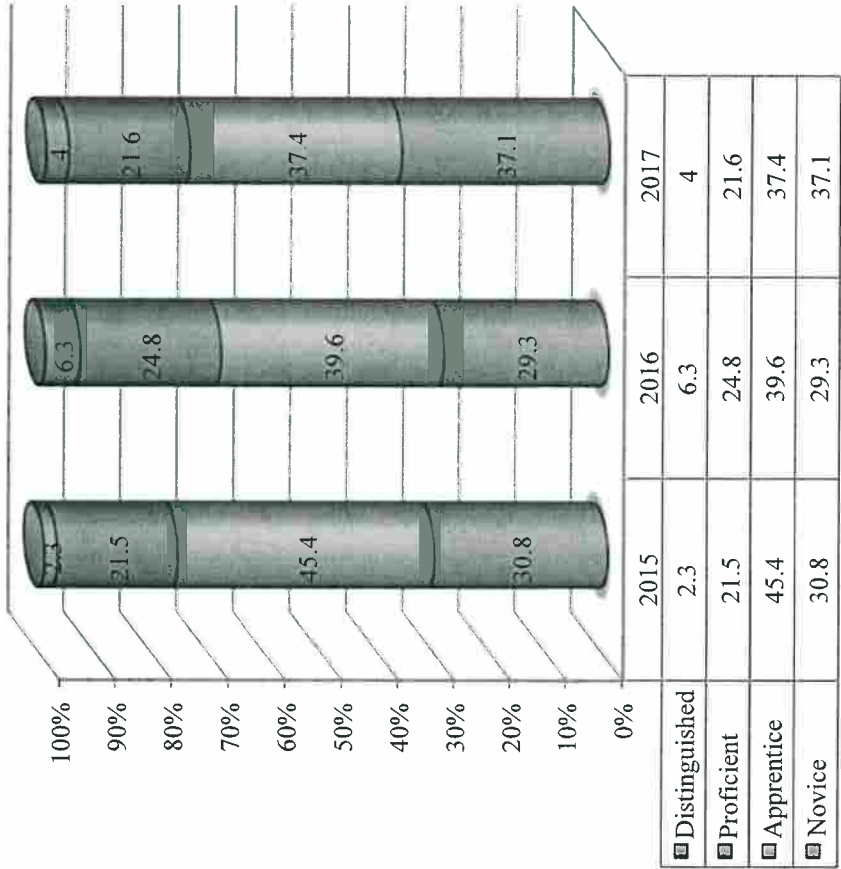
Non-Dup Gap Group



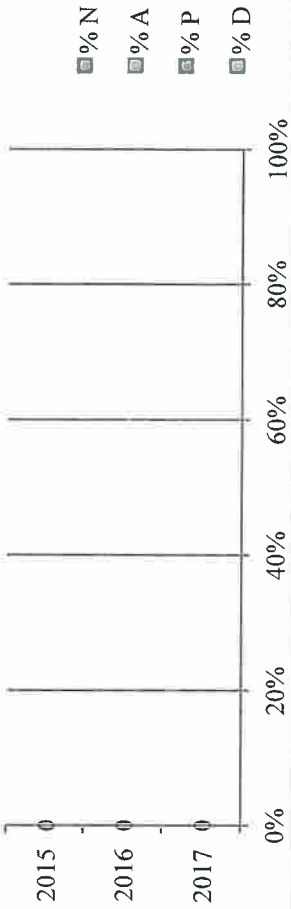




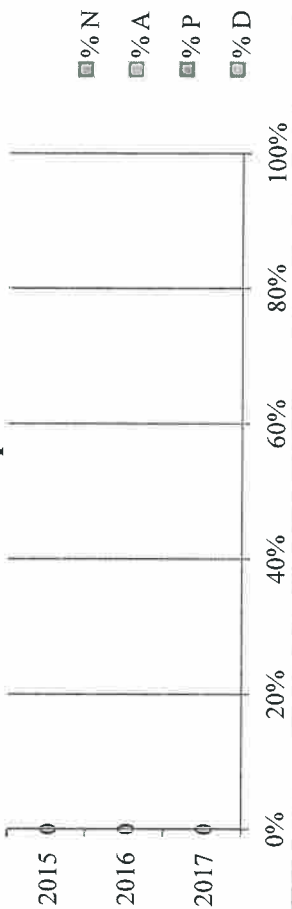
Math - All Students



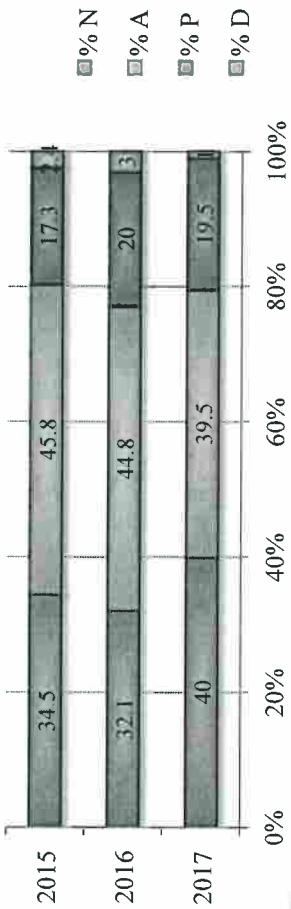
African-American



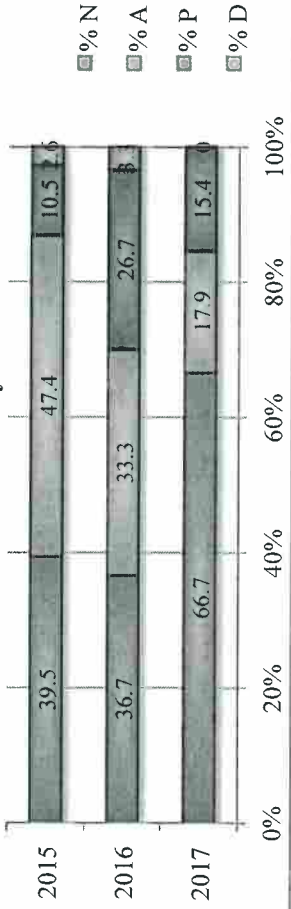
Hispanic



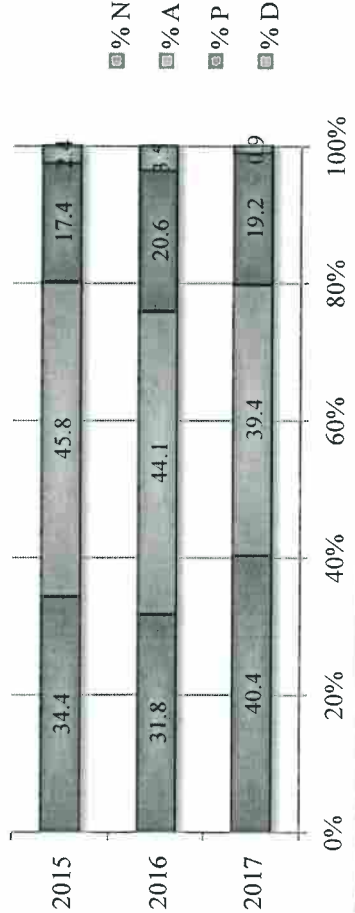
F/R Lunch



Disability

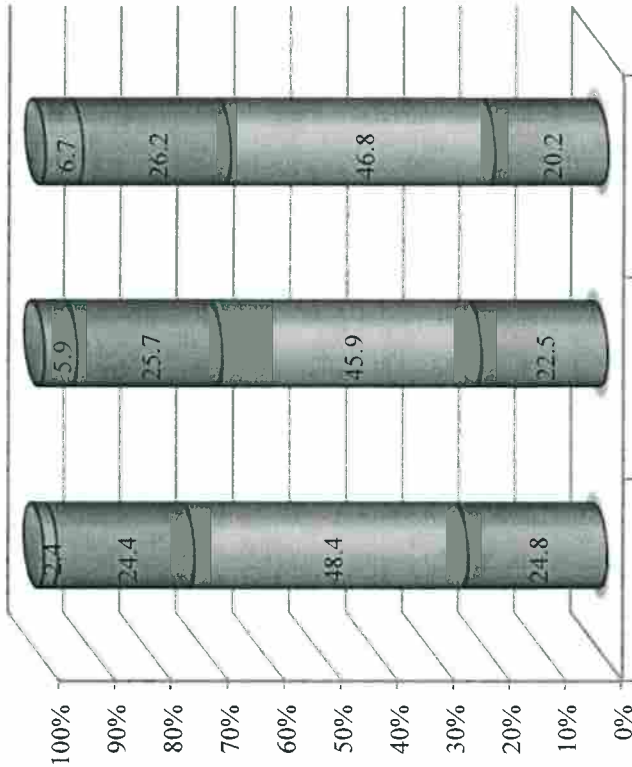


Non-Dup Gap Group



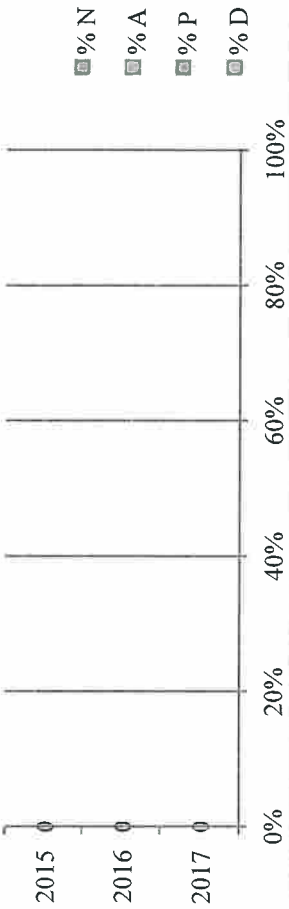


Science - All Students

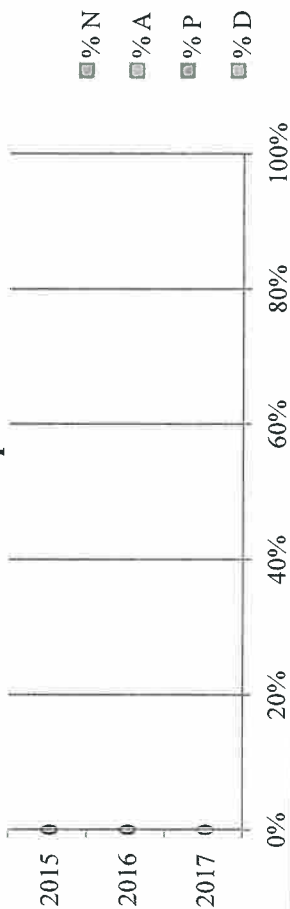


	2015	2016	2017
Distinguished	2.4	5.9	6.7
Proficient	24.4	25.7	26.2
Apprentice	48.4	45.9	46.8
Novice	24.8	22.5	20.2

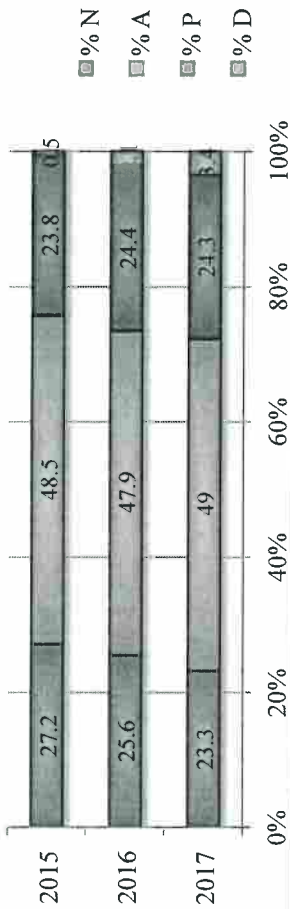
African-American



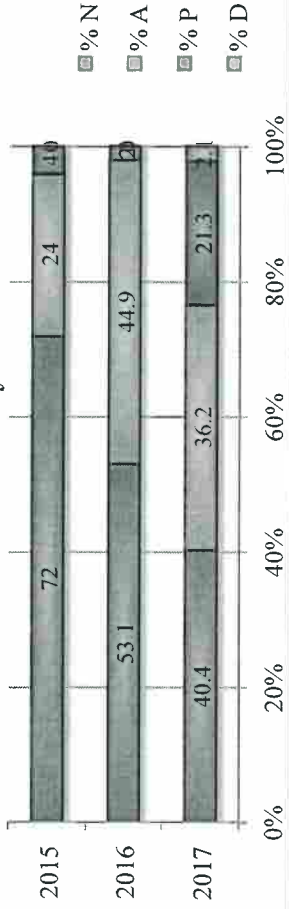
Hispanic



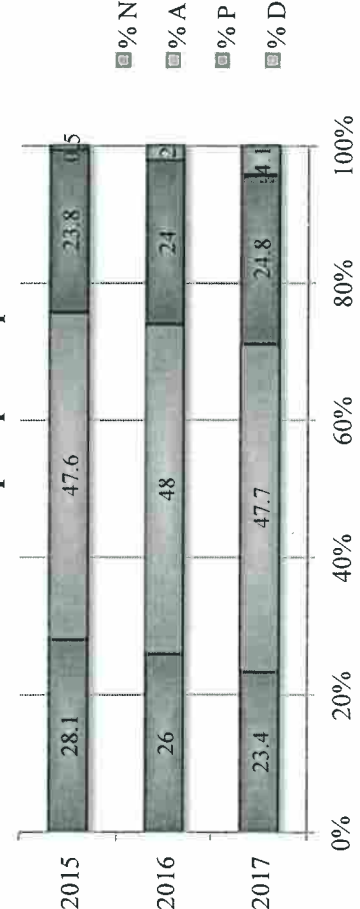
F/R Lunch



Disability

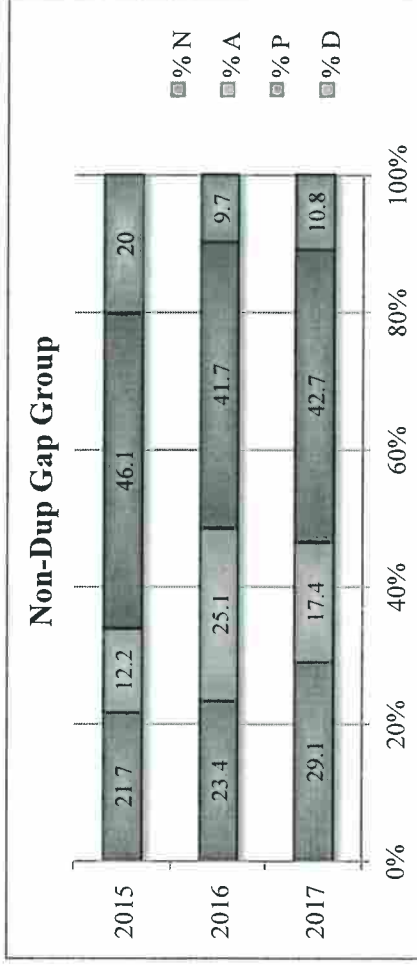
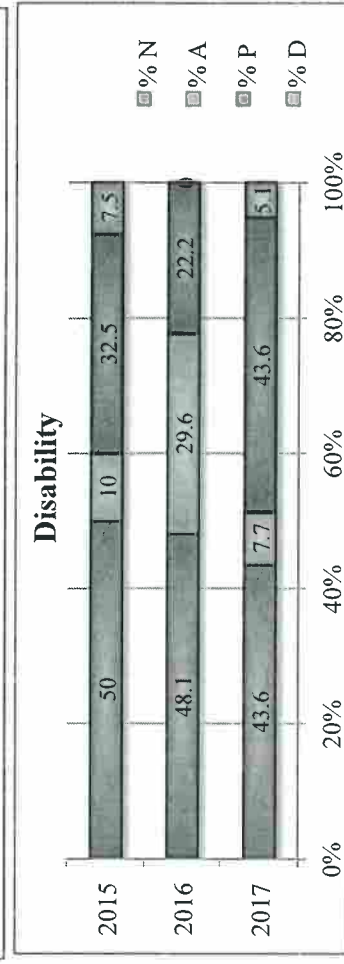
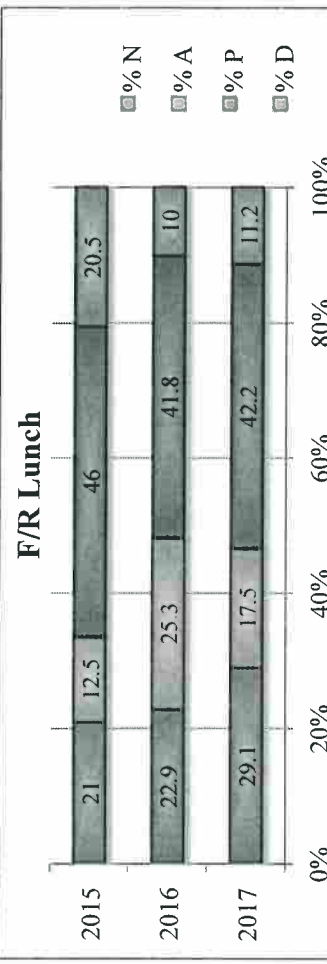
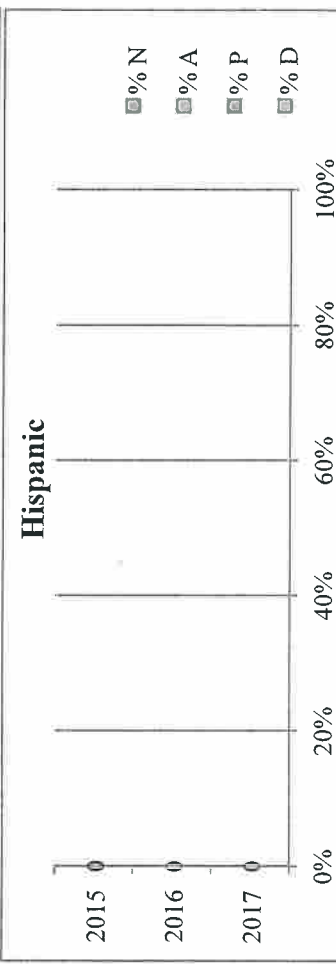
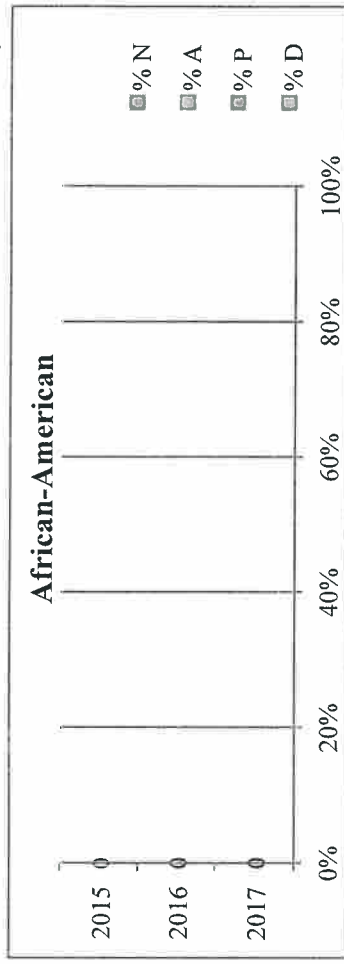
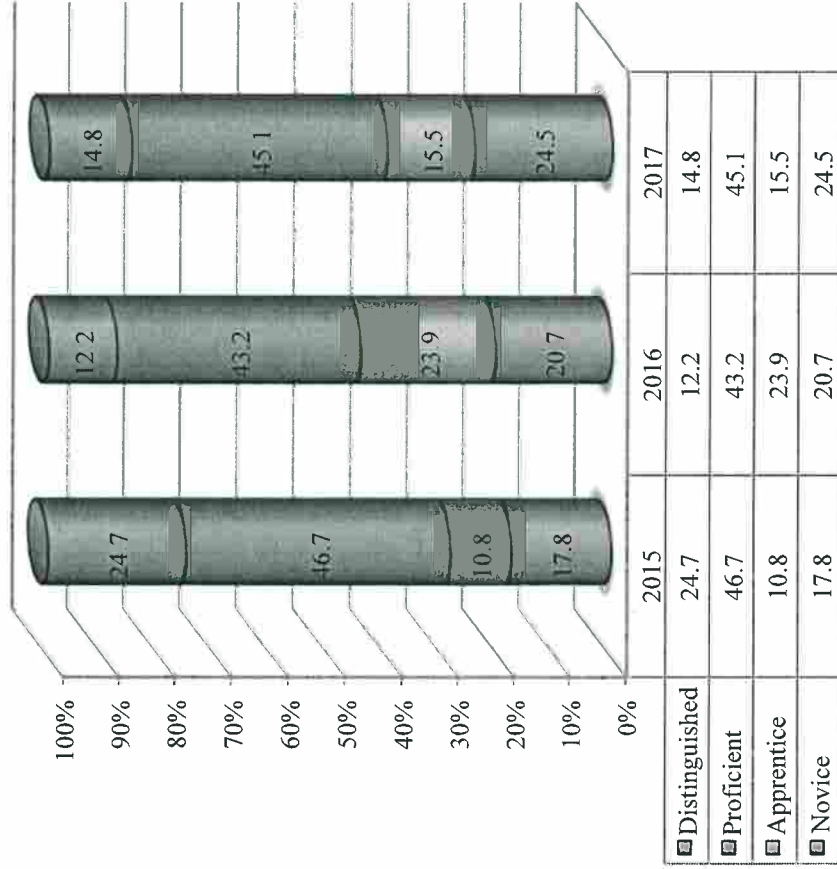


Non-Dup Gap Group



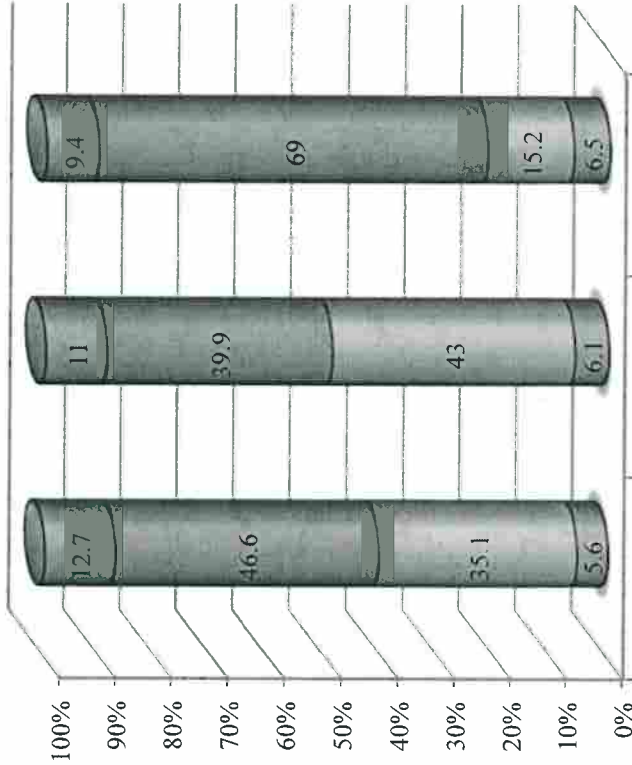


## Social Studies - All Students



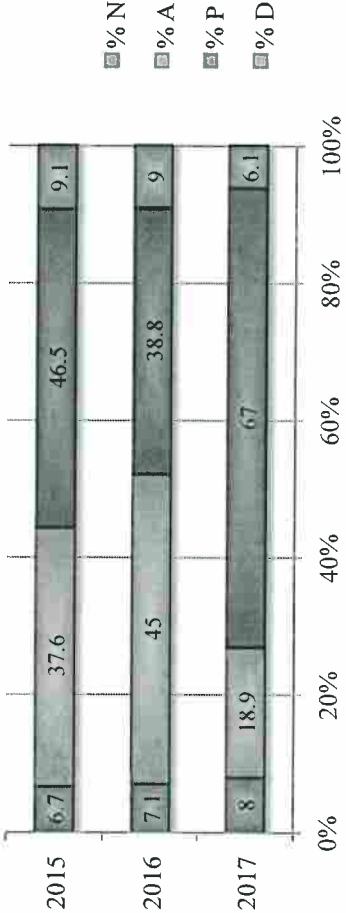


Writing - All Students

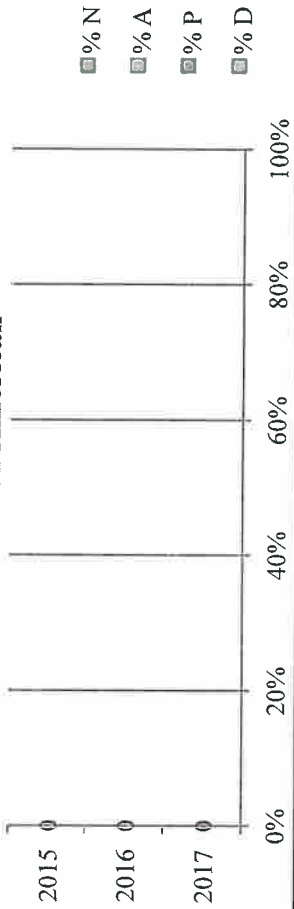


Distinguished	12.7	11	9.4
Proficient	46.6	39.9	69
Apprentice	35.1	43	15.2
Novice	5.6	6.1	6.5

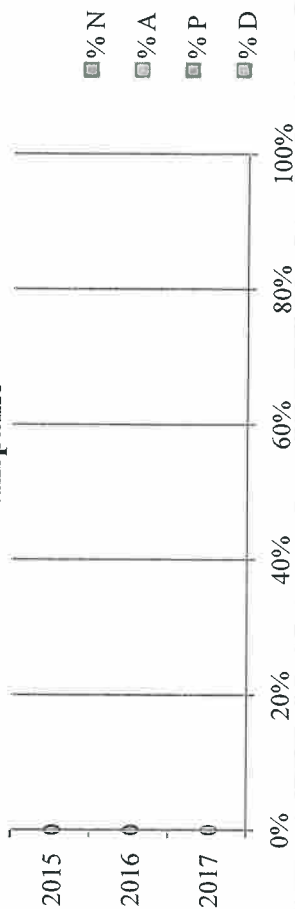
Non-Dup Gap Group



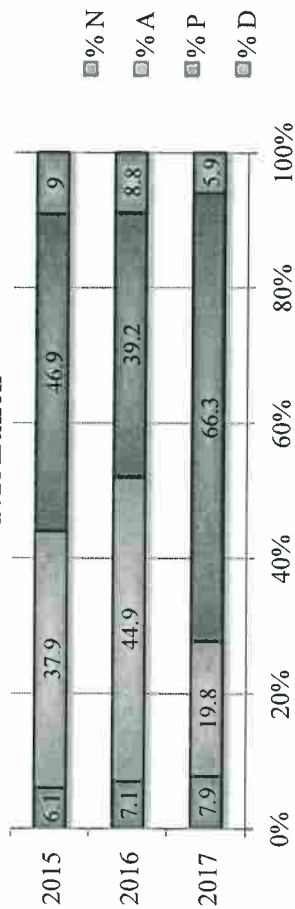
African-American



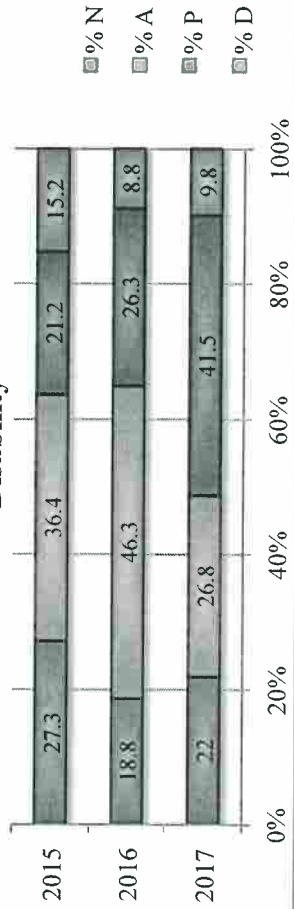
Hispanic



F/R Lunch



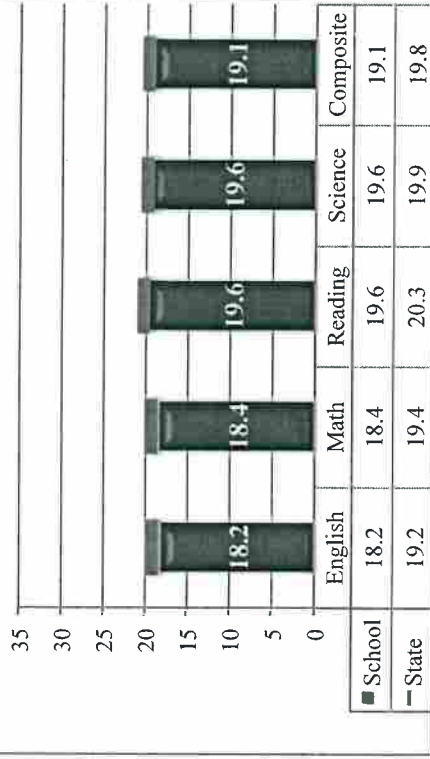
Disability





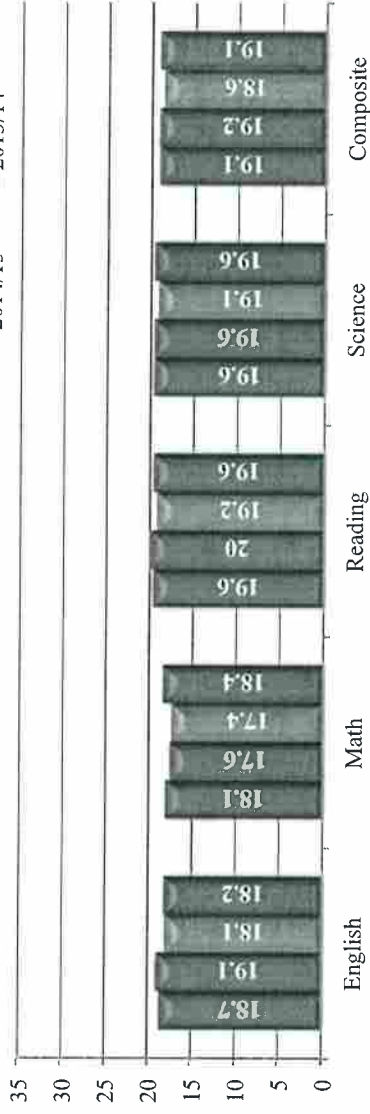
# ACT Scores

2016/17 Scores

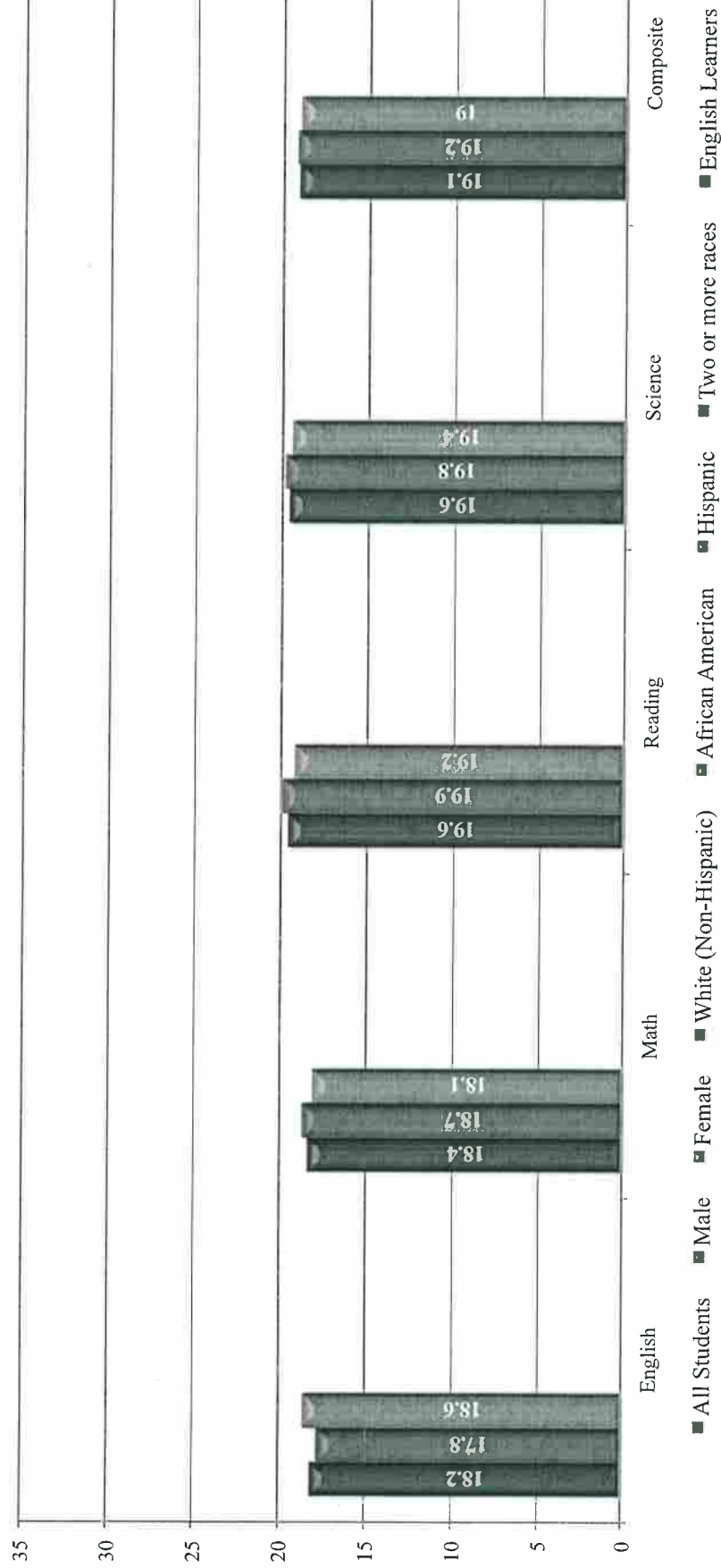


Past 4 Years

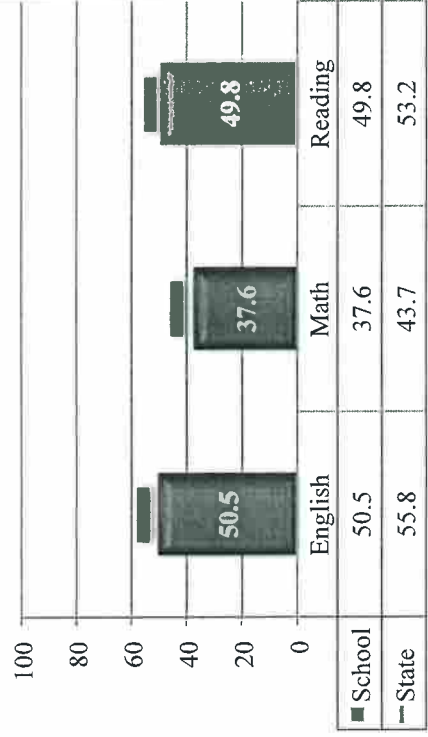
■ 2016/17  
 ■ 2014/15  
 ■ 2015/16  
 ■ 2013/14



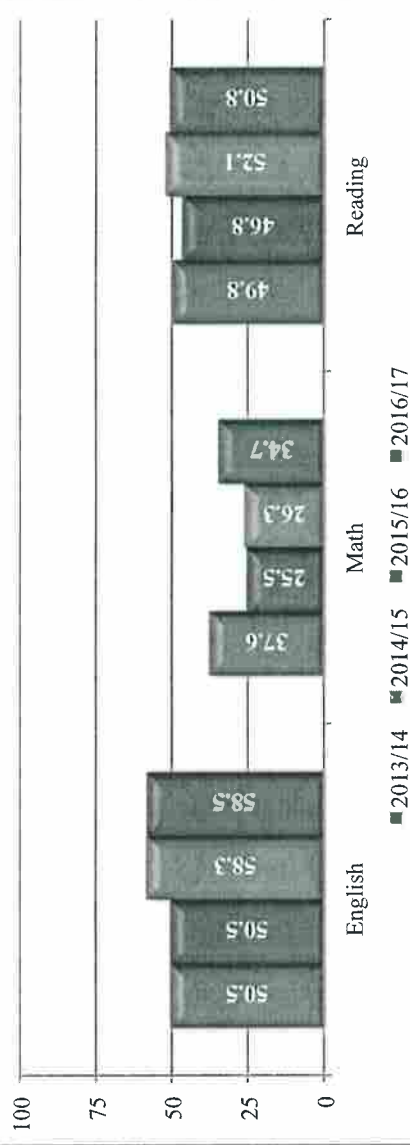
2016/17 Group Scores



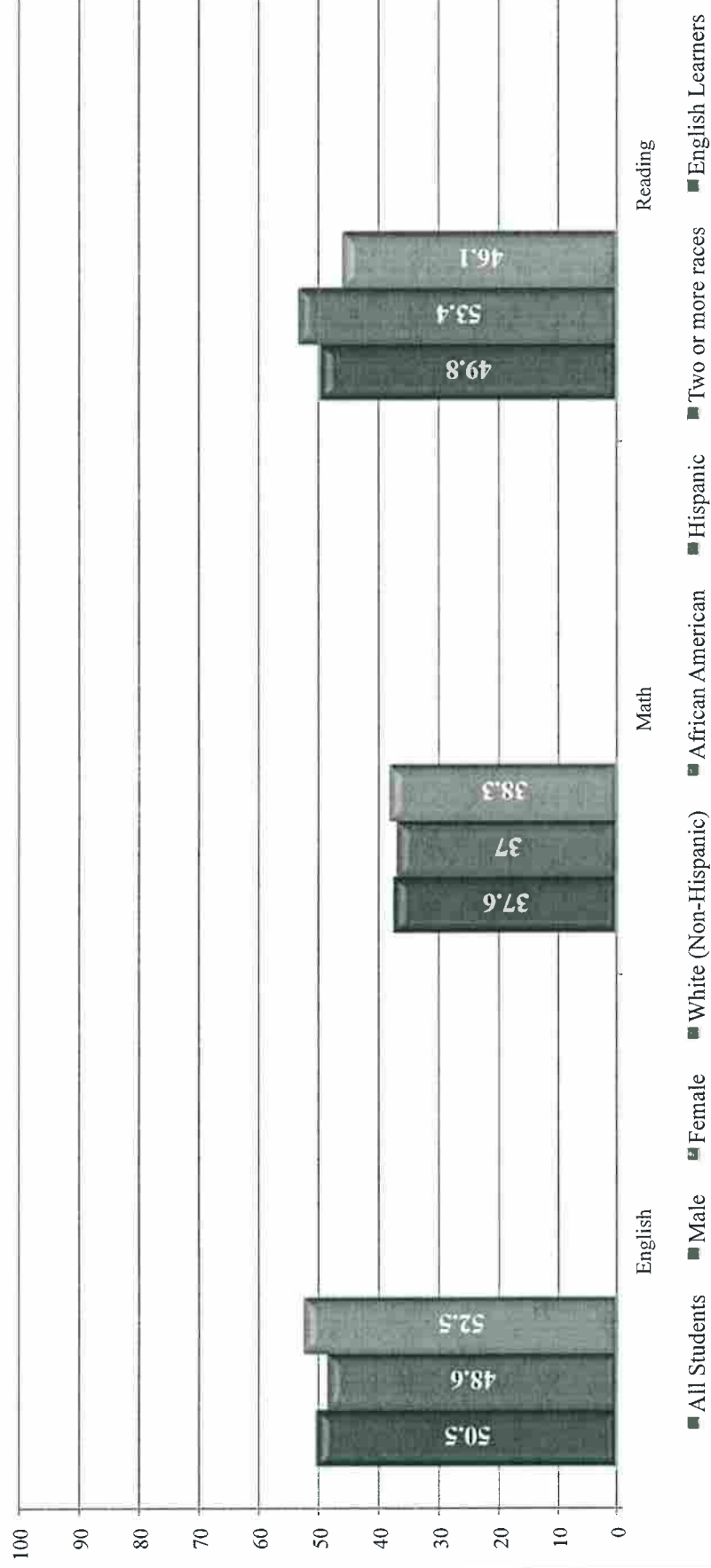
### 2016/17 % Meeting Benchmarks



### Past 4 Years



### 2016/17 % Meeting Benchmarks by Group



This week's meeting will be held in room 121 during 4th period planning....Kayla said she is bringing lunch. Awesome!

Description of what is being accomplished	Who / What?
1. <b>Increase Communication</b> within Math Department	<ul style="list-style-type: none"> <li>• <b>MAPS Testing Options (Math Dept 2 day option)</b> <ul style="list-style-type: none"> <li>○ 21 days</li> <li>○ 2 day block</li> <li>○ 4 day block</li> </ul> </li> <li>• <b>Novice Reduction Plans</b> - due Friday, September 15</li> <li>• <b>Staff Meeting</b> - Wednesday, September 13</li> <li>• <b>Self - Reflection</b> (submission deadline to be given at Staff meeting)</li> <li>• <b>PGP</b> (submission deadline to be given at Staff meeting)</li> </ul>
2. <b>Share ideas / resources</b>	<p>Leanne has shared <b>goformative.com</b> and this seems to be a great way for teachers to easily share common documents, including assessments!</p> <p>Alicia shared <b>Krypto</b> - students given cards and asked to use order of operations to reach required solution</p> <p>Angela shared <b>Edpuzzle.com</b>. She won full free version. Links to google classroom and uses videos that permits teacher to embed multiple questions. Students respond, program scores and exports to Infinite Campus</p> <p>Kayla offered to help download the CSV files from ICU and load the names for the classes to the <b>TI inspire program</b>. She can demonstrate during second lunch. Total time is estimated to take 20 minutes to upload all class information.</p> <p>Several teachers are using <b>Kahoot</b> online quizzes in conjunction with Google Classroom and Chrome Books</p> <p>Use <b>Stella Brown</b> to assist with students during individualized RTI conferences</p>
3. Discuss and analyze data (in class & common assessments) <ol style="list-style-type: none"> <li><b>Item analysis</b> – What test item (s) indicate need for consideration? Are there test items that need rewritten or modified?</li> <li><b>Item analysis</b> – Does cluster or group of test items indicate need for re-teaching? How will this be approached?</li> </ol>	<p>Jill has shared Algebra 2 Test 1 (this will be renamed as preliminary unit) data into curriculum planning map. Test 1 (sections 1.5 1.6) data should be posted by next week.</p> <p><b>Study Island</b> -</p> <ul style="list-style-type: none"> <li>• <b>who is using it?</b></li> </ul>

<p>c. <b>Strategies</b> – What instructional or curricular strategies, if any, will be incorporated? What results are expected? What specific changes (please note) need to occur with curriculum and / or pacing?</p> <p>d. <b>Interventions</b> - Is there a student or group of students that could benefit from additional instruction? If so, will this instruction include tutoring during school or after school, or additional practice? Are other interventions being utilized?</p>	<ul style="list-style-type: none"> <li>• what course (s) utilize it?</li> <li>• now “strongly linked” to MAPS data to assist with instructional differentiation</li> </ul> <p><b>Follow up on Study Island...</b></p> <ul style="list-style-type: none"> <li>• all core math teachers are awaiting MAPS results that will correlate to Study Island</li> <li>• PD / training has been requested.</li> <li>• Need to get with Mrs Rice and get passwords and log in information</li> <li>• Math Department has agreed to use it 2 times per month (6 times per marking) at a minimum <ul style="list-style-type: none"> <li>○ during student conferences</li> <li>○ following assessments</li> <li>○ with special education</li> </ul> </li> <li>• As part of Math Dept Novice Reduction Plan</li> </ul>
<p>4. <b>Celebrations</b> – What student or students need recognition?</p>	<p>At least 8 of our juniors / seniors donated to Texas Hurricane Relief!</p>
<p>5. <b>Novice Reduction Plan</b></p> <p>a. <b>Teacher Leadership Goal</b> – (i.e. Observe other classrooms, in and out of content area, and volunteer to be observed)</p> <p>b. <b>Teacher Curricular Goal</b> – (i.e. Collect “usable” EOC and ACT data and incorporate into curriculum planning maps. Look at specific strands and areas to address)</p> <p>c. <b>Student Curricular Goal</b> – (i.e. Create and distribute cumulative ACT folder)</p> <p>d. <b>Teacher Instructional Goal</b> – (i.e. Incorporate ACT standards earlier, in more depth, and in all classes)</p> <p>e. <b>Student Instructional Goal</b> – (i.e. Students will complete ACT Prep questions included on all common assessments in all courses)</p>	<p>Alicia shared example of current ACT binder. Discussion focused on whether or not folder follows student. Geometry teachers would like to pick up where Algebra 1 leaves off.</p> <p>ACT / EOC will be released from embargo soon...this data can be used to further develop curricular goals as well as with your own self reflections. Data discussed during staff meeting on September 13</p> <p>Novice Reduction Plan is ready to submit</p>
<p>Other points to ponder...</p>	<p>Kayla and Randy do you two need anything or any help? How are you two doing?</p> <p><b>Headphones</b> could be great resource to go along with Chromebooks</p> <p>Need to check back (follow up) with Kevin Anderson in Technology to see where we are with additional <b>chromebooks for our seniors.</b></p>



Description of what is being accomplished	Who / What?
1. <b>Increase Communication</b> within Math Department	Dates to mark down or remember... <ul style="list-style-type: none"> <li>• today is Staff Meeting in cafeteria (Wed Oct 18)</li> <li>• Open Enrollment ends Oct 20</li> <li>• Bus evacuation drills Friday, Oct 20</li> <li>• Early Dismissal Tuesday, Oct 31</li> <li>• KHSAA survey Friday, Oct 27 in all core math classes (Link will be on homepage. Should take about 15 minutes)</li> </ul>
2. <b>Share ideas / resources</b>	Social Media Challenge! We want to build the <b>Walls of Academic Fame.</b>
3. Discuss and analyze data (in class & common assessments) <ol style="list-style-type: none"> <li><b>Item analysis</b> – What test item (s) indicate need for consideration? Are there test items that need rewritten or modified?</li> <li><b>Item analysis</b> – Does cluster or group of test items indicate need for re-teaching? How will this be approached?</li> <li><b>Strategies</b> – What instructional or curricular strategies, if any, will be incorporated? What results are expected? What specific changes (please note) need to occur with curriculum and / or pacing?</li> <li><b>Interventions</b> - Is there a student or group of students that could benefit from additional instruction? If so, will this instruction include tutoring during school or after school, or additional practice? Are other interventions being utilized?</li> </ol>	Algebra 2 Test 3 (sections 2.1 - 2.4) Bowman 81% (hon); 54-84% post conf (reg) Crabtree (corrected missed questions) 88% Leach (retest given) 64% increased to 70% avg  Algebra 2 Test 4 (sections 2.6 - 2.8) Bowman 85% (hon); 87% (reg) Crabtree-tentative first week of November Leach - tentative first week of November (also)  Geometry (chapter 2) Crabtree-76% before corrections, 92% after Higgins Hoffman- 78% Average. Most Missed:14, 18,19  Geometry (chapter 3) Crabtree-tentative first week of Nov. Higgins Hoffman  Algebra 1 Whitworth- Decided to not give Unit 2 test, but quizzes over sets and properties because it fell after fall break. Will include as part of Unit 3 test next Friday. Properties Quiz: 1st 96% 2nd 89.33% 3rd 94.23% 5th 91.07%

	<p>6th 78.67%</p> <p>Sets Quiz:  1st: 69%  2nd: 70.77%  3rd: 75.52  5th: 71.7  6th: 73.75</p> <p>Whitworth Algebra 1 Interventions-  * Students are still struggling with basic math concepts so have been incorporating kahoot games to address pitfalls and make facts more second nature.  *Students were reviewed sets and allowed to retake a different version of sets quiz.  *Conferences were conducted with students making below a 70% on Properties Quiz.</p> <p>Interventions -  Algebra 2 - additional version of Test 3 was written and administered AFTER students completed error analysis or teacher conducted individual conferences</p>
4. <b>Celebrations</b> – What student or students need recognition?	Thank you Angela Wilson and Gear Up! Now all (?) math teachers have TI-Inspires.
<p>5. <b>Novice Reduction Plan</b></p> <p>a. <b>Teacher Leadership Goal</b> – (i.e. Observe other classrooms, in and out of content area, and volunteer to be observed)</p> <p>b. <b>Teacher Curricular Goal</b> – (i.e. Collect “usable” EOC and ACT data and incorporate into curriculum planning maps. Look at specific strands and areas to address)</p> <p>c. <b>Student Curricular Goal</b> – (i.e. Create and distribute cumulative ACT folder)</p> <p>d. <b>Teacher Instructional Goal</b> – (i.e. Incorporate ACT standards earlier, in more depth, and in all classes)</p> <p>e. <b>Student Instructional Goal</b> – (i.e. Students will complete ACT Prep questions included on all common assessments in all courses)</p>	<p>Any new news on ACT folders?  Copies for singleton have been made, copies for whitworth are made and now being put into binders this week. Singleton is currently waiting on binders.</p> <p>Any updates on “pineapple” schedule?</p> <p>*Math ACT workshop is this Saturday, October 21, from 9-1. Please encourage students to come and have them sign up outside of the counselor’s office so I know how many to expect and how many copies to make. Thank you all for the support. -Kayla Crabtree</p> <p>ACT free 75 min session on most covered topics 10/26? They are archived as well the next day. PLEASE share this information with the kids!</p>

Other points to ponder...

**How is everyone responding to larger class sizes, more students, or more preps, in such a way to continue to positive momentum and ensure student success?**

- provide more RTI
- conference with students more often
- utilize technology, such as goformative, to guide daily instruction
- more frequent assessments, this includes quizzes or smaller tests, as well as informal ongoing assessments
- incorporate more groupwork

## 2016-17 NAPD vs. 2015-2016 NAPD

2016-17	Number of Student Tested	# Distinguished	% Distinguished	# Proficient	% Proficient	# Apprentice	% Apprentice	# Novice	% Novice	No Score	# Distinguished & Proficient	% Distinguished & Proficient
English II EOC	282	44	15.6	134	47.5	33	11.7	71	25.2	4	178	63.1
Algebra II EOC	278	11	4	60	21.6	104	37.4	103	37.1	0	71	25.5
Biology EOC	282	19	6.7	72	25.5	131	46.5	60	21.3	2	91	32.3
US History EOC	280	41	14.6	128	45.7	39	13.9	72	25.7	0	169	60.4

2015-16	Number of Students Tested	# Distinguished	% Distinguished	# Proficient	% Proficient	# Apprentice	% Apprentice	# Novice	% Novice	No Score	# Distinguished & Proficient	% Distinguished & Proficient
English II EOC	310	41	13.22	134	43.22	34	10.96	99	31.93	2	175	56.45
Algebra II EOC	221	13	5.88	49	22.17	93	42.08	66	29.86	0	62	28.05
Biology EOC	312	19	6.08	79	25.32	142	45.51	70	22.43	2	98	31.41
US History EOC	221	27	12.21	94	42.53	53	23.98	47	21.26	0	121	54.75

# ***Practical Living/Career Studies***

## ***Meeting Agenda***

September 19, 2017

Type of Meeting: PL/CS PLC

Meeting Facilitator: Angie Douglas

Invitees: PL/CS Team

1. Any “Brag on a teammate”??
2. Does anyone do something in their classroom you would like to share with the rest of us?  
Use any software? Any instructional technique?
3. We will have a faculty meeting on Wednesday, September 20 in our cafeteria.
4. Self-Reflections and PGPs and Observations Reminders
  - a. Self-Reflection and PGP should be dropped in your lesson plan folder.
  - b. A. Croley has sent these documents to you by e-mail.
  - c. Do contact your supervising principal to set up observation date and times.
5. MAP Testing (See attached draft of schedule for 9-25 and 9-26)
  - Check this. Is there anyone/anything missing?
    - I. Monday, Sept. 25
      - Morning A&A
      - 1<sup>st</sup> 8:00-10:00
      - 2<sup>nd</sup> 10:05-12:40 (will include lunch)
      - 3<sup>rd</sup> 12:45-2:40
      - Afternoon A&A
    - II. Tuesday, Sept. 26
      - Morning A&A
      - 4<sup>th</sup> 8:00-10:00
      - 5<sup>th</sup> 10:05-12:40 (will include lunch)
      - 6<sup>th</sup> 12:45-2:40
      - Afternoon A&A
  - **Unfortunately, we have to ask that you refrain from using any technology that might use the Wi-Fi on these two days of MAP testing.**
  - D. Halcomb and C. Decker will be meeting with seniors who need Chromebooks for map testing beforehand to make sure they can log on and that these seniors know the checkout procedure for a CB during those days of map testing.

6. Any other concerns?
7. Mrs. Rice has prepared this list of Calendar Reminders:

### **September**

- Don't forget about CPR Training dates sent by e-mail from Dee Dee Bishop.
- GEAR-Up week will be held Monday, Sept. 18<sup>th</sup> through Friday, Sept. 22<sup>nd</sup>.
- MDC on Tuesday, Sept. 19<sup>th</sup>, in London: (A. Bowman, K. Crabtree, L. Hoffman, J. Lake, A. Whitworth, & A. Croley)
- UPike Rep. here at 10:00 on Tuesday, Sept. 19<sup>th</sup>.
- Drama/Radio Field Trip will be Tuesday, Sept. 19<sup>th</sup>.
- SBDM Council Meeting on Tuesday, Sept. 19<sup>th</sup>, at 3:15 in our counselors' conference room.
- High Attendance Day is Wednesday, Sept. 20<sup>th</sup>, with ice cream sundae treats for our students during lunch. Please encourage our students to be here.
- Faculty Meeting on Wednesday, Sept. 20<sup>th</sup>, after school in our cafeteria.
- New Teacher Academy will be Wednesday, Sept. 20<sup>th</sup>, from 3:30-5:30 at the board of ed. (; topics include P. Bowlin presenting about Infinite Campus and our own L. Hoffman presenting about Go Formative.
- Senior Pictures will be taken in our media center on Thursday, Sept. 21<sup>st</sup> (A-M) and Friday, Sept. 22<sup>nd</sup> (N-Z) AM Vocational students will take their pics in the afternoon; PM vocational students will take their pics in the morning. Refer to flyers posted about our hallways.
- Self-Reflection due on Friday, Sept. 22<sup>nd</sup>.
- First Priority Volleyball Tourney on Friday, Sept. 22<sup>nd</sup> and Saturday, Sept. 23<sup>rd</sup>.
- MAP testing Monday, Sept. 25<sup>th</sup> and Tuesday, Sept. 26<sup>th</sup>.
- Make-Up Map Testing Wednesday, Sept. 27<sup>th</sup> through Friday, Sept. 29<sup>th</sup>.
- Spirit Week for Football Homecoming Monday, Sept. 25<sup>th</sup> through Friday, Sept. 29<sup>th</sup>.
- Voting for Football Homecoming Queen will be Wednesday, Sept. 27<sup>th</sup>, during 1<sup>st</sup> period.
- Emergency Drills at end of 5<sup>th</sup> period on Thursday, Sept. 28<sup>th</sup>.
- Football Homecoming Practice will be on Thursday, Sept. 28<sup>th</sup>, during 3<sup>rd</sup> period.
- Football Homecoming Game will be on Friday, Sept. 29<sup>th</sup>, at 7:30 vs. N. Laurel.
- 1<sup>st</sup> Trimester Progress Report Grades are due in Infinite Campus before you leave for the day on Friday, Sept. 29<sup>th</sup>.

### **October**

- Progress Reports go home with students in afternoon A&A on Tuesday, Oct. 3<sup>rd</sup>.
- Parent-Teacher Conferences will be on Wednesday, Oct. 4<sup>th</sup> from 3:30-5:30.

- GT Progress Reports will be one Thursday, Oct. 5<sup>th</sup> with Mrs. Ruth Osborne, in our FA Computer Lab during planning period.
- Redneck Games after school on Thursday, Oct. 5<sup>th</sup>.
- GEAR-Up and Link Crew Leaders to Georgetown College and Toyota Manufacturing plant on Thursday, Oct. 5<sup>th</sup>
- Dig Pink Game Volleyball vs. Corbin at Lawson Gymnasium on Thursday, Oct. 5<sup>th</sup>.
- *Digging Up the Boys*—Drama Production will be on Friday, Oct. 6<sup>th</sup>. 7:00 P.M. WCHS Cafeteria.
- PGP due on Friday, Oct. 6<sup>th</sup>.
- Hosting JROTC Competition Saturday, Oct. 7<sup>th</sup> in WCHS gym.
- KTA Regional Competition @ Corbin Saturday, Oct. 7<sup>th</sup>.
- Underclassman and Faculty/Staff Pictures are T.B.A. in October.

# ***Practical Living/Career Studies***

## ***Meeting Minutes***

September 12, 2017

Type of Meeting: PL/CS PLC

Meeting Facilitator: Angie Douglas

Invitees: PL/CS Team

1. Any “Brag on a teammate”??
2. Study Island??? Does anyone use this in our PLC?  
**No one in my team uses Study Island.**
3. We will have a faculty meeting on Wednesday, September 13 in our cafeteria.
4. Please be working on your self-reflection and PGP. (Go to the district homepage, quick links, and certified evaluation plan appendices for the documents.) **Be sure to use KOSSA Standards and Test Data when completing.**
5. Discuss MAP Testing options.  
**Discussed the three options for MAP testing. The team agreed we like the two-day block testing.**
6. Any other concerns?  
**Could A&A be reduced to begin at 2:45 at end of day? Everyone agreed it could be done with the only two concerns. 1) Freshman coming from gym to freshman wing. 2) Will the students run really late because there is no tardy bell.**  
  
**College and Driver’s Ed study hall students—is it ever going to work out putting them in the library?**  
  
**Athletes that have School-to-work 6<sup>th</sup> period that are not leaving school, but want to go on down to the gym. If they are not leaving, they need a 6<sup>th</sup> period class.**



## Protocol

<b>Social Studies PLC Agenda</b>		<b>Date:</b> 10/10/17	<b>___ Whole Team or ___ X_ Content Team</b>	<b>Start Time: 8:10 am</b> <b>End Time 8:45 am</b>	<b>People Present:</b> ___ M.Anderson ___ M.Huddleston ___ X_ D.Lowrie ___ P.Reedy ___ X_ H. Smith ___ J. Smith
<b>PLC Long Term Goal(s)</b>	1. Explore/implement lessons using Chromebooks & myON.com 2. Novice reduction 3. Prepare students for citizenship test			<b>Content Long Term Goal(s)</b>	1. Explore/implement lessons using Chromebooks & myON.com 2. Novice reduction 3. Prepare students for citizenship test
<b>PLC Short Term Goal(s)</b>	1. Chromebook familiarization 2. GradeCam familiarization 3. myOn.com familiarization 4. curriculum map revisions			<b>Content Short Term Goal(s)</b>	1. Chromebook familiarization 2. GradeCam familiarization 3. myOn.com familiarization 4. curriculum map revisions
<b>PLAN</b>	What strategy(ies) might be best for our students at this time in this unit of study?			Decided to shift teaching strategy toward presenting unit material in a manner that will require more engagement on students' part. (see note under STUDY)	
<b>DO</b>	What strategy(ies) worked? Each member shares evidence of a strategy that was effective.			Discussed difference in unit test results between students who completed unit outline by handwriting the notes versus students who typed the notes in on a digital copy of the outline. Students who chose to handwrite the notes scored better than those who typed the notes in on a digital copy.	
<b>STUDY</b>	What is the most urgent concern, problem, or obstacle to progress and better results (based on data)?			All of our students took the common unit assessment. All of our students received a reteaching and retesting opportunity. Mrs. Smith's class average was nine points higher than Mr. Lowrie's class average. Discovered that when students are presented the unit outline in a Cornell notetaking format and provided time in class to complete it, many students will simply research, then cut and paste what they find. There appears to be very little cognitive connection between what is being asked and what the response is. Students were completing a mechanical action instead of actually engaging with the material.	
<b>ACT</b>	What are possible concrete, practical solutions to these problems?			Mrs. Smith will continue to use the pencil/paper version of the unit outline. Mr. Lowrie will offer the pencil/paper version of the unit outline & a digital copy, but will limit the amount of information being presented so that students cannot work ahead. This will require them to be more engaged in the daily lesson and will prevent them from being able to merely research, cut, and paste answers.	
<b>Unfinished Business</b>	n/a				
<b>Open Agenda</b>	Discussed how we might start to utilize the Team Drive in Google Drive to share material more effectively.				

## Phase II: School Safety Report\_10032017\_10:53

### Phase II: School Safety Report

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

School Safety Diagnostic for Schools .....	3
ATTACHMENT SUMMARY.....	5

School Safety Diagnostic for Schools

**School Safety Requirements**

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

*Provide the date of adoption in the comments box below.*

October 8, 2013

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

*Provide the date of adoption in the comments box below.*

October 8, 2013

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

*Provide the date of the review in the comments box below.*

July 25, 2017

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

*Provide the date of the review in the comments box below.*

August 21, 2017

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

*Provide the date of the review in the comments box below.*

August 3, 2016 August 14, 2017

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with [Fire Safety](#) regulations, Lockdown, Severe Weather and Earthquake).

*Provide the date of the review in the comments box below.*

August 31, 2017

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with [Fire Safety](#) regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

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

## 2017-2018 CSIP Phase II: KDE Title I Annual Review

### CSIP Phase II: KDE Title I Annual Review

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Title I Annual Review.....	3
ATTACHMENT SUMMARY.....	8



## Title I Annual Review

### 1. Comprehensive Needs Assessment

**Rationale:** A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

**Guiding Questions:**

*Which data sources did the school use to conduct its Needs Assessment?*

*What needs did the data identify?*

*What specific grade levels and/or content areas were identified as priority?*

*What achievement gaps were identified?*

*Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?*

*Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?*

Data Sources: School Report Card, KASC Data Graphs, ACT Results/Reports, PLC Team Meeting Minutes/Agendas, Infinite Campus, Curriculum Maps, Common Assessments, Pearson Student Listings Identified Needs: CCR and Gap Priority Grade Levels/Content Areas: Junior ACT Content Areas (CCR) and All Math (Gap) Identified Gaps: Increase in student scoring novice in the non-duplicated gap group for math. Decrease in students meeting CCR benchmarks. How were priorities addressed: These funds were used to employ two teachers; one English teacher and one Math Teacher. These two teachers provide direct instruction to students in college-ready assessed subjects. These funds were also used to employ a program assistant that facilitated credit recovery instruction for students who were at risk of dropping out or not meeting college or career ready benchmarks. Effectiveness: An increase in the math scores for students in the Study Skills Math course have been noted (the average ACT score in math for the students enrolled in this course increased). Effectiveness of ACT benchmarks will be determined when more data becomes available (2018).

## ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### 2. Schoolwide Reform Strategies

**Rationale:** Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

**Guiding Questions:**

*Was the schoolwide plan implemented as written?*

*Which goal(s) from the CSIP address Schoolwide Reform Strategies?*

*How is Title I funding being directed to address the goal?*

*How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?*

*Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?*

*Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?*

Plan implementation: Yes, we implemented plan for the activities and strategies; but we did not meet all of our goals. Some of our goals are set with an end date of 2020. Schoolwide Reform Strategies: Goal 2: Increase the percentage of students who are college and career ready from 68.5% to 71.6% in 2017. Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 66.1% in 2019. Funding to Address Goals: These funds were used to employ two teachers; one English teacher and one Math Teacher. These two teachers provide direct instruction to students in college-ready assessed subjects. These funds were also used to employ a program assistant that facilitated credit recovery instruction for students who were at risk of dropping out or not meeting college or career ready benchmarks. Strategy Selection: The data gathering and data disaggregation process was conducted by PLC team leaders and content team members in conjunction with the SBDM Council, district support personnel and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Pearson individual student assessment results, the school report card, the previous year's CSIP plan, the KASC data analysis charts and graphs, the KY Tell Survey and the Val Ed Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input, and various district program reports in order to identify objectives, strategies, and activities. We used an early release day for data analysis as well as PLC Teams continuously disaggregating and analyzing data. We looked at the data from our school report card and individual student listings in the following manners: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. We proceeded to create "Name and Claim" student listings in order to identify students and then review the student's academic and non-academic data to provide a more holistic picture of the student's strengths and improvement areas. We analyze state test scores and develop specific plans to target improvement areas. We are working diligently to reduce achievement gaps that exist. Our Administrative Team and PLC Teams provide guidance as we refine our curriculum, employ research-based instructional practices and implement practice assessment strategies. We recognize students for their high achievement and outstanding performance. Title I Funds: These funds were used to employ two teachers; one English teacher and one Math Teacher. These two teachers provide direct instruction to students in college-ready assessed subjects. These funds were also used to employ a program assistant that facilitated credit recovery instruction for students who were at risk of dropping out or not meeting college or career ready benchmarks. Effectiveness: Although we saw an increase in our career readiness, our overall CCR scores went down (CCR from 68.5 to 65.8). Although we did have an increase from 38.4 to 39.3 in our non-duplicated gap group proficiency in math and reading, we did not meet our AYP.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **3. Professional Development**

**Rationale:** Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

#### **Guiding Questions:**

*What measures were used to determine the school's professional development needs?*

*How was the professional development tied to the school's identified need?*

*Did the professional development improve instruction based on a thorough review of student achievement data?*

---

*How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?*

Determine PD needs: Assessment data, TELL KY Survey, PLC Team requests All professional development sessions are open to the entire faculty and staff.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **4. Family Engagement**

**Rationale:** Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

**Guiding Questions:**

*How much Title I money was spent on family engagement?*

*What kind of programs, activities, and procedures were planned?*

*What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?*

Title I money: No Title I money was spent on family engagement. Programs, Activities, and Procedures: Home Visits, Parent information resources (PTA/PTO/SBDM, other), Partnership with community groups and businesses, Communication (local newspapers, parent newsletters, school website, school activities, surveys), Parent engagement with students in the classroom or during school activities, 21st Century Colonels Afterschool Programs and partners, Youth Service Center and Advisory Council

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)**

**Rationale:** An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

**Guiding Questions:**

*How did school and district administrators collaborate through funded programs such as Head Start?*

*What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?*

*How effective were these strategies?*

*How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?*

Not Applicable

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### **6. Measures used to include teachers in decisions**

**Rationale:** Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

---

**Guiding Questions:**

*How were all teachers included in the selection of academic assessments?*

*How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?*

Selection of Academic Assessments: All contribute to the common assessments where applicable, selection and creation of individual course assessments. Participation: PLC Team Meetings, Teacher Meetings, Site-Based Decision-Making Council, various teacher committees, Curriculum Mapping, Course Guides, Unit Development, Common Formative and Summative Assessments

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**7. Activities used to ensure students met Kentucky Academic Standards**

**Rationale:** Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

**Guiding Questions:**

*How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?*

*How were students and their needs identified for assistance?*

*How did teachers and paraeducators collaborate for planning and instruction?*

*How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?*

*Which activities were deemed successful and which ones are in need of change?*

Timely interventions: Students are identified for interventions via MAP scores, student pass/fail of individual courses, meeting/not meeting ACT benchmarks, state assessment data, other non-academic data (free/reduced lunch, absenteeism, discipline). They are then enrolled in RTI courses and referred to tutoring (before and after school sessions). Planning and instruction: The content teachers have common planning. All teachers participate in PLCs. Para-educators meet with their supervisors to discuss the implementation of various interventions regarding their specific student's needs. Effectiveness: When revisiting the plan, each activity was reviewed for impact on student learning/achievement and given a response of yes/no/in progress/needs revision.

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**8. Coordination and integration of programs**

**Rationale:** A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

**Guiding Questions:**

*Which federal, state, and local funds were made available to the school?*

*How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?*

*What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?*

All available funds were utilized to implement the plan without supplanting existing resources, programs, and/or staffing needs. Before funds are spent at the school level, they are reviewed and approved/disapproved by district level personnel.



**ATTACHMENTS**

---

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 16-17 CSIP	Last year's CSIP	1, 2, 3, 7
 16-17 Closing Achievement Gap	Last year's Closing the Achievement Gap	2

## 2017-2018 Phase III: Closing the Achievement Gap

### Phase III: Closing the Achievement Gap

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

I. Achievement Gap Group Identification .....	3
II. Achievement Gap Analysis .....	4
III. Planning the Work .....	5
ATTACHMENT SUMMARY .....	6



---

## Phase III: Closing the Achievement Gap

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachments

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

---

## II. Achievement Gap Analysis

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

See Attachments

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

See Attachments

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

See Attachments

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

See Attachments

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

See Attachments

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

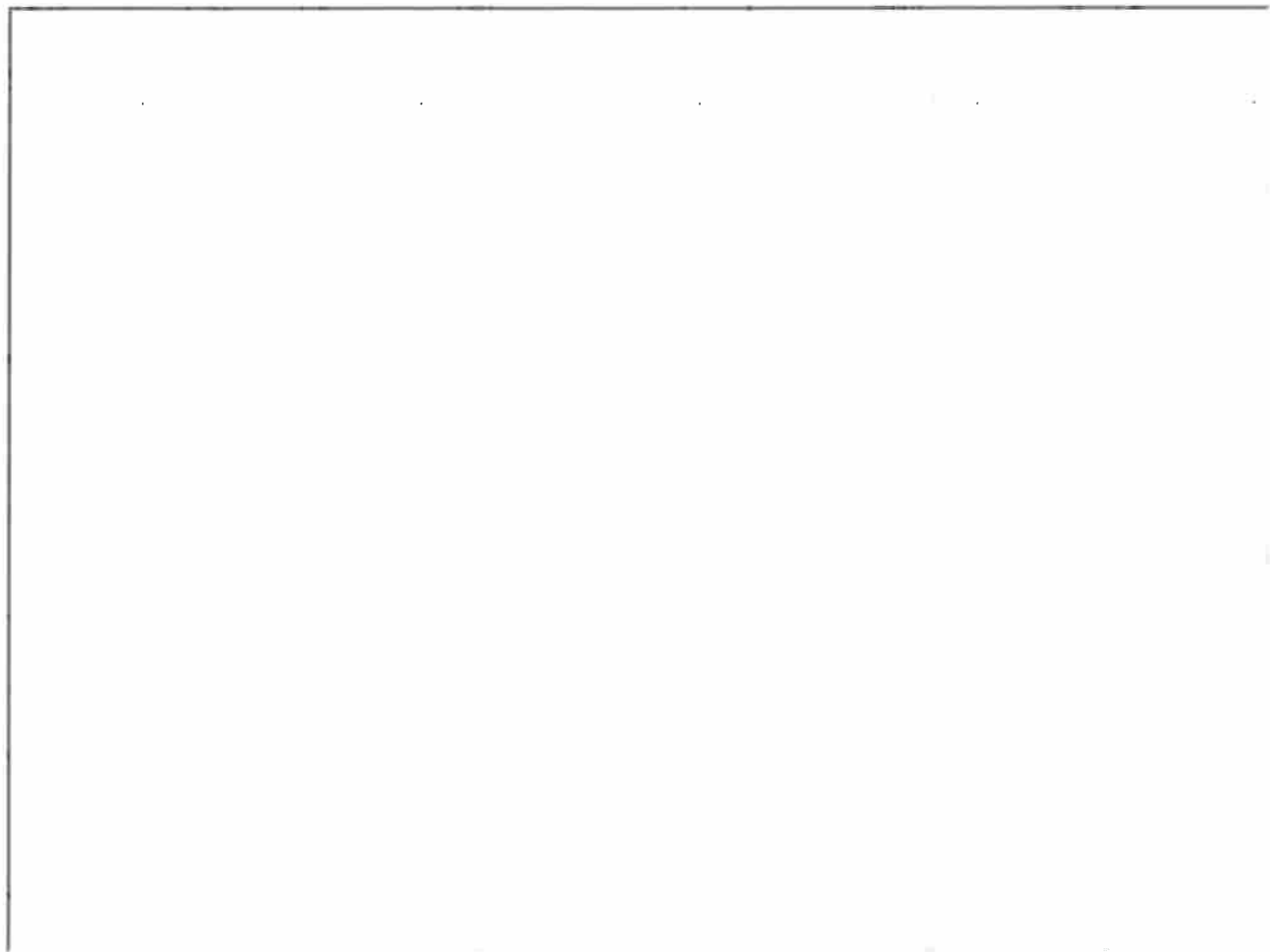
See Attachments

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

See Attachments

### III. Planning the Work

Review the following flowchart to aid in completing the work.



#### Closing the Gap

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

Step 2: Complete your findings and answers.











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

See Attachments

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 16-17 Accountability Achievement Summary Data Set	Accountability Achievement Summary Data Set	I
 16-17 Accountability CCR Data	16-17 Accountability CCR Data	I
 16-17 Non-dup Gap Data Set	Non-dup Gap Data Set	I
 2016-17 Accountability Calculator	16-17 Accountability Calculator	I
 Achievement Gap Group Identification	Required spreadsheet	I
 Climate and Culture	Climate and Culture	II.E
 Gap Group Id	Gap Group Id	I
 Gap Groups and Content Areas	Gap Group & Content Areas C-G	II.E
 Gap Trends	Gap Trends	II.E
 Part III: Measurable Goal	Goal	III

PERFORMANCE_TYPE	ACCT_TYPE	READING	MATH	SCIENCE	SOCIAL_STUDIES	WRITING	TOTAL_POINTS
NAPD Calculation	ACH	69.0	44.2	55.6	67.4	87.8	
Points	ACH	14.4	9.2	11.6	14.0	14.6	63.8

DISAGG_LABEL	NBR_GRADUATES_WITH_DIPLOMA	COLLEGE_READY	CAREER_READY_ACADEMIC	CAREER_READY_TECHNICAL	CAREER_READY_TOTAL	NBR_CCR_REGULAR	PCT_CCR_NO_BONUS	PCT_CCR_WITH_BONUS
All Students	199	65	63	104	52	110	55.3	66.3
Male	100	28	37	63	36	59	59.0	70.5
Female	99	37	26	41	16	51	51.5	62.1
White (Non-Hispanic)	192	64	60	100	51	108	56.3	67.4
African American	2*							
Hispanic	3*							
Asian								
American Indian or Alaska Native								
Native Hawaiian or Other Pacific Islander								
Two or more races	2*							
Migrant								
English Learners								
Homeless	9*							
Free/Reduced-Price Meals	149	42	48	76	41	78	52.3	61.7
Disability-With IEP (Total)	22	2	3	11	3	6	27.3	31.8
Disability-With IEP (not including Alternate)	17	2	3	11	3	4	23.5	29.4
Disability-Alternate Only	5*							
Gap Group (non-duplicated)	152	42	49	77	41	78	51.3	60.5

CONTENT_TYPE	NBR_TESTED	PCT_NOVICE	PCT_APPRENTICE	PCT_PROFICIENT	PCT_DISTINGUISHED	PCT_PROFICIENT_DISTINGUISHED	NAPD_CALCULATION
Reading	219	28.3	14.2	46.6	11.0	57.5	57.5
Science	220	25.0	47.3	23.6	4.1	27.7	27.7
Social Studies	215	30.7	15.3	43.3	10.7	54.0	54.0
Writing	210	7.1	21.4	66.2	5.2	71.4	71.4
Mathematics	212	40.6	39.2	19.3	0.9	20.3	20.3

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch = 782	76.50%
Disability with IEP = 156	15.30%



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

Overall, when our SPED PLC Team analyzed their students' scores, they determined the following: there was an increase in Social Studies proficiency overall with a decrease in novice scores. Also, in Science there was an increase in proficiency overall with a decrease in novice numbers. In Writing, the proficiency numbers increased as well. Our most successful area of performance for our students with disabilities was in Social Studies, while in contrast, the most challenging area continues to be in Math. Overall, our sophomore SPED students are most challenged in their assessments. The junior SPED students seem to be more successful than the sophomore SPED students on the assessments they take. Unfortunately, both our Math and English SPED students increased in novice scores; therefore, we did not meet our novice reduction targets in either content area.

In general, then, with a focus on a continuous improvement mindset, Whitley County High School maintains four foundational pillars for success: Students First, T.E.A.M = Together Everyone Achieves More, Lead by Example, and Moving Our Community Forward. In addition, our Colonel P.R.I.D.E. acronym promotes the character builders of Purpose, Respect, Integrity, Determination, and Excellence not only within and for our students but that of our faculty/staff as well. In all things, we want our students, faculty and staff to exemplify and model those traits. WCHS is constantly improving the climate and culture for our students, faculty and staff despite the high-poverty, low socio-economic status in which our school is located and where our students live. Census data reveals that the mobility rate of our district is 6.56%. Overall, Infinite Campus and our School Report Card show that our student body consists of approximately 50% males and 50% females with 265 freshmen, 274 sophomores, 276 juniors, 204 seniors, and 3 non-diploma/grade 14 students. Due to the lack of ethnic diversity in the area, the majority of our students are white. Within our student body we have 998 White students, 11 Hispanic/Latino students, 3 Black/African-American students, 3 Asian students, 1 American Indian or Alaska Native students, and 6 students who identify with more than one ethnic background. Our students with disabilities population makes up 15.30% of the student body and students of Free and Reduced status make up 76.5% of it. Our faculty/staff consists of 1 principal, 3 assistant principals, 3 school guidance counselors, 1 media specialist, 72 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 1 duplication clerk, 1 credit recovery aide, 7 FMD aides, 1 AmeriCorps College Coach, 11 cooks, 9 custodians, 5 office staff members, and 2 crisis counselors. We have a SPED PLC Team of teachers who collaborate with regular education teachers and/or provide instruction in a resource setting to small groups of SPED students.

As supported by the TELL KY 2017 results, the following categories and percentages are a reflection of and directly impact our gap group of students as approximately 3 out of 4 of our students qualify for "Free or Reduced" lunch (76.5%). In addition, our SPED teachers' responses are intermingled within the TELL KY data, and because of this, the data points shared below paint a picture of WCHS from all the educators who work here.

In the "Time" section, 90.5% of teachers agreed that class sizes are reasonable such that teachers have the time available to meet the needs of all students. Also, 93.7% of teachers said they have time available to collaborate with colleagues. However, only 68.3% of teachers agreed that efforts are made to minimize the amount of routine paperwork teachers are required to do.

According to the "Facilities and Resources" section, 96.7% of teachers agreed they have access to reliable communication technology, including phones, faxes and email. 98.4% of teachers said they have

sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 91.9% of teachers agreed that they have sufficient access to a broad range of professional support personnel. In addition, 96.8% of teachers agreed the physical environment of classrooms in our school supports teaching and learning. This school year, we have become a 1:1 school with Chromebooks for each of our students in grades 9 through 11. Senior students have access to the Chromebooks as requested. And since 96.7% of our teachers agreed that the reliability and speed of Internet connections in our school are sufficient to support instructional practices, this new technology available to EVERY student will assist in a variety of ways for interventions and differentiated instruction. In providing teachers what they need and do use each and every day in their teaching/instructions, hopefully it eliminates any potential barrier in having resources and supplies.

According to the "Community Support and Involvement" section, 90% of teachers agreed our school maintains clear two-way communication with the community and 88.9% of teachers agreed our school does a good job of encouraging parent/guardian involvement. 96.8% of our teachers said they provide parents/guardians with useful information about student learning. In addition, 90.2% of our teachers agreed our community members support them and contribute to their success with students and, overall, 88.5% of teachers agreed the community we serve is supportive of our school. All of this contributes to our vision of moving our school and community forward. Yet, only 68.9% of our teachers agreed that parents/guardians support teachers, contributing to their success with students. 80.6% of our teachers agreed that parents/guardians know what is going on in this school. To conclude, only 69.4% of our teachers agreed that parents/guardians are influential decision makers in our school. Clearly then, we must increase our efforts to involve parents in the educational process.

According to the "Managing Student Conduct" section, 92.1% of teachers agreed that students understand expectations for their conduct and 87.1% of teachers agreed students follow rules of conduct. In addition, 88.9% of teachers said policies and procedures about student conduct are clearly understood by the faculty. Furthermore, 85.5% of teachers agreed school administrators support teachers' efforts to maintain discipline in the classroom. 82.5% of teachers consistently enforce rules for student conduct and 98.4% of teachers said faculty members work in a school environment that is safe. Overall, these numbers indicate a positive environment for both our students and faculty/staff. In fact, in looking at our student conduct reports in Infinite Campus, our discipline write-ups and behavior violations have dramatically decreased over the last three years as well.

The "Teacher Leadership" section is the lowest percentage of agreement of our teachers out of each sub-category listed from all of the TELL KY 2017 survey results. 80.6% of teachers agreed they are recognized as educational experts. What else do we want to add here? According to the "School Leadership" section, 74.6% of teachers said they have a shared vision with leadership and 98.4% agreed they are held to high standards for delivering instruction. 96.8% of teachers agreed that our school leadership facilitates using data to improve student learning. 86.9% of teachers said they receive feedback that can help them improve teaching. Furthermore, teachers said school leadership makes a sustained effort to address their concerns regarding the following: facilities and resources (90.2%), the use of time in school (88.5%), professional learning (80.6%), teacher leadership (81.7%), community support and involvement (86.7%), managing student conduct (80.3%), instructional practices and support (86.9%) and new teacher support (89.1%). Data indicates improvement is needed to promote collaboration and trust among teachers, which will in turn lead to more productive and effective PLC Teams. Producing the most successful achievement results and school climate is a main goal. Regarding

instruction for ALL of our students, what we do for our GAP students, GT students, and regular ed. students is what we need to do for ALL students; and that is providing the most high quality, high expectations, and challenge for all students to reach their personal best. However, only 62.9% of teachers agreed there is an atmosphere of trust and mutual respect in our school and only 65% of our teachers feel comfortable raising issues and concerns that are important to them. Only 69.8% of teachers agreed that the school leadership makes a sustained effort to address teacher concerns about leadership issues. This is an area marked for improvement and growth.

According to the "Professional Development" section, 91.9% of teachers agreed an appropriate amount of time is provided for professional development, while 96.4% said professional learning opportunities are aligned with the school's improvement plan. 91.9% of teachers agreed they are encouraged to reflect on their own practice. In addition, 92.7% of our professional learning offerings are data driven. However, only 77% of teachers agreed that professional learning is differentiated to meet the needs of individual teachers. And 70.5% of teachers agreed that follow up is provided from professional learning. We have designated this area as one of our Goals in our current CSIP in order to address professional learning needs associated not only with high poverty, low socio-economic status students, but to differentiate and individualize trainings in closing the achievement gaps we have identified.

According to the "Instructional Practices and Support" section, 98.3% of teachers said they use assessment data to inform their instruction. Also, 96.7% of teachers said they work in PLCs to develop and align instructional practices. While 93.5% of teachers said they are encouraged to try new things to improve instruction, 96.8% of teachers said they teach curriculum aligned with KCAS. Yet, only 85% of teachers agreed that provided supports (i.e. instructional coaching, professional learning communicates, etc.) translate to improvements in instructional practices by teachers.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Based on analysis of 2015-2016 to 2016-2017 Accountability Data Set, we have made progress to close the gap in the following areas:

- percent of free/reduced lunch students scoring proficient/distinguished in reading from 53.5 to 58.2 (+4.7)
- percent of free/reduced lunch students scoring novice in reading from 35.0 to 27.4 (-7.6)
- percent of free/reduced lunch students scoring proficient/distinguished in social studies from 51.8 to 54.1 (+2.3)
- percent of free/reduced lunch students scoring proficient/distinguished in writing from 48.0 to 71.0 (+23)
- percent of students with an IEP scoring proficient/distinguished in science from 2.0 to 20.9 (+18.9)
- percent of students with an IEP scoring novice in science from 53.1 to 41.9 (-11.2)
- percent of students with an IEP scoring proficient/distinguished in social studies from 22.2 to 48.7 (+26.5)
- percent of students with an IEP scoring novice in social studies from 48.1 to 43.6 (-4.5)
- percent of students with an IEP scoring proficient/distinguished in writing from 35.0 to 48.7 (+13.7)

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based on the same analysis, we have regressed in closing the gap in the following areas:

- percent of free/reduced lunch students scoring proficient/distinguished in math from 23.0 to 20.5 (-2.5)
- percent of free/reduced lunch students scoring novice in math from 32.1 to 40 (+7.9)
- percent of free/reduced lunch students scoring novice in social studies from 22.9 to 30.4 (+7.5)
- percent of students with an IEP scoring proficient/distinguished in math from 30.0 to 15.4 (-14.6)
- percent of students with an IEP scoring novice in math from 36.7 to 69.2 (+32.5)
- percent of students with an IEP scoring proficient/distinguished in reading from 25.0 to 20 (-5)
- percent of students with an IEP scoring novice in reading from 65.4 to 70.0 (+4.6)

Based on the same analysis, we lacked progress in the following gap areas:

- percent of free/reduced lunch students scoring proficient/distinguished saw little change
- percent of free/reduced lunch students scoring novice saw little change

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

Our professional development plan and extended school services plan are directly linked to closing the gaps in achievement. Since 3 out of every 4 of our students fall in to the non-duplicated gap group (free/reduced lunch and students with IEP), everything we do regarding achievement impacts them.

The following are some strategies that were implemented to help close the achievement gap in our professional learning sessions (i.e. opening professional development sessions, FLEX training days, and within PLC team meetings): teachers and administrators analyze student achievement by gap groups, identify non-cognitive data, define instructional best practices, and create the master schedule by determining staff strengths to best serve identified students. Also, we analyze student achievement by SPED gap relative to state assessment data and a local monitoring process. We identify non-cognitive data such as attendance, behavior, and retention through collaborative planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions. We encourage the use of instructional best practices by all teachers through instructional shares at PLC team meetings. Principals complete walk-throughs according to a specific schedule and we provide feedback to teachers. Teachers consult with district coaches/experts to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan. In addition, teachers refer students who are failing, falling behind, or at risk of either to the before-school and/or after-school tutoring opportunities and contact parents/guardians about the referral. The trimester curriculum maps, along with lesson plans, not only document content covered but also serve as a guide to ensure teachers are on pace to cover required content throughout the instructional year. These maps in addition to common assessments are aligned and revised as PLC teams meet during common planning time.

In addition, we carefully examine gap groups, including the performance of students with disabilities compared to that of regular education students and males and females subgroups. We continue to peruse the individual student reports from state assessments, MAP data, and common classroom assessments to determine trends for weaknesses and improvement areas in content. Next, we refine our instructional strategies to pinpoint and address those areas of needs. As necessary, we schedule content-specific professional learning for our collaborating, resource and regular education teachers.

Further, to increase achievement among our special needs population, we have implemented several additional strategies. Our SPED teachers have specified intentional and targeted professional learning opportunities with district-wide implementations of IEP Guidance Document and Records and Review Training. WCHS offers collaboration or resource classes for core content classes (English, math, and science). Special needs students are grouped for testing according to their accommodations and tested by a teacher who is familiar with that student. Weekly progress monitoring is conducted according to district guidelines. Increased collaboration time in Algebra II has been scheduled. A SPED tutor is available for afterschool Retention Prevention and during summer school Credit Recovery. SPED teachers collaborate with each other and with regular education teachers. SPED students utilized Chromebooks with support programs and apps which were specifically chosen to suit each student's needs. SPED students work on various computer programs at their own pace such as Cognitive Tutor, FLRT, Study Island, Edgenuity, etc. which target individual improvement areas. Our teachers received training to utilize new technology/software on the Chromebooks.

Similarly, during opening professional learning days, our reading study skills teacher attended the reading intervention strategies and center activities. She also received training in myON, a personalized



literacy environment that incorporates a learning platform, digital reading content, daily news articles written for students, the Lexile Framework for Reading, literacy tools, and embedded metrics to monitor activity and growth. Our building SPED PLC Team Leader attended AIMSWEB training sessions. Our special needs teachers take time to review and update their due process folders. Our SPED teachers use MAP growth updates and reports that included new product names, report names, and new resources that are available, the online community, and relevant content including helpful tips and tools.

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

The per capita income in the past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Seventy-six percent of our students qualify for free or reduced lunch. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). Although our teachers try to reach all parents by phone, email, messages sent directly via student, and/or direct mail, some are not available and/or readily accessible regarding their child's academic progress. In addition, we have a high population of students with IEPs at 15.3%. Our gap students struggle to attain rewards/incentives that are offered for achievement compared to the regular education students. An issue facing our gap students is poor attendance. Attendance of students with IEPs is much lower than that of regular education students. Homebound and alternative school students who have an IEP tend to score much lower than regular education students who are also homebound or are at our alternative school. Regarding the testing environment for our gap students, the testing sessions may last much longer for students with IEPs, interruptions during these extended sessions come into play with the continuation of the school day, and testing fatigue is often an issue. In addition, the difference in ACT-approved and state-approved accommodations puts our students at a disadvantage given that during the regular school day they have access to more accommodations than they do during accountability testing sessions.



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

The data gathering and data disaggregation process was conducted by PLC team leaders and their team members and shared with our SBDM Council. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by delivery targets set in our school report card as well as percentages of students in the proficient/distinguished category, non-duplicated gap group percentages, and college/career readiness, along with graduation rate for the 4 year cohort. Recent assessment results and the school report card were the primary sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports, such as MAP results, in order to identify objectives, strategies, and activities for our plan. We analyzed state test scores to develop specific strategies and activities which are outlined in our CSIP to target identified growth and improvement areas. We worked diligently to reduce achievement gaps that exist. Our Administrative Team and PLC Teams provided input as we refined our curriculum, employed research-based instructional practices/strategies and implemented practice assessments in our core content area courses. In addition, PLC Team Leaders met weekly with the Admin. Team to discuss curriculum, instruction, and assessment. Team members turned in curriculum maps and parent/guardian contact logs each trimester. PLC Teams met to ensure the latest instructional information was being shared with all team members and placed on shared Google Drives for constant updates to "living documents." The priority focus at all meetings is on student achievement. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the process and evaluation of our CSIP. We involved every faculty member to implement, review, and evaluate the strategies and activities included in our plan. We strived to reach those subgroups of students with disabilities and gender inequalities in order to close the achievement gaps and successfully reach our delivery targets.

Bob Lawson, Principal

Amanda Croley, Asst. Principal at Freshmen Academy

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director & Advisory Council

Angela Wilson, Gear Up Academic Specialist

PLC Leaders:

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas – Practical Living/Career Studies

Wayne Hensley - Visual & Performing Arts

Rachele Rice & Amanda Croley - English/Language Arts and English II

Steve Davis - Science and Chemistry and Biology

Krysti Conlin - College & Career Readiness

Site-Based Decision Making Council:

Bob Lawson, Principal

David Halcomb, Teacher

Brian Logan, Teacher

Jamie Amburgey, Teacher

Darlene Jones, Parent Representative

Kim Bennett, Parent Representative

Renee Lawson, WCHS PTO

Whitley County High School Faculty

District Support Staff:

Paula Rickett, Chief Academic Officer & Assistant Superintendent

Heather Stewart, Instructional Coach

Kim Creekmore, Professional Development Coordinator & Instructional Coach

Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach

Laurel Bowlin, Instructional Coach

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Based on analysis of 2015-2016 to 2016-2017 Accountability Data Set, we have made progress to close the gap in the following areas:

- percent of free/reduced lunch students scoring proficient/distinguished in reading from 53.5 to 58.2 (+4.7)
- percent of free/reduced lunch students scoring novice in reading from 35.0 to 27.4 (-7.6)
- percent of free/reduced lunch students scoring proficient/distinguished in social studies from 51.8 to 54.1 (+2.3)
- percent of free/reduced lunch students scoring proficient/distinguished in writing from 48.0 to 71.0 (+23)
- percent of students with an IEP scoring proficient/distinguished in science from 2.0 to 20.9 (+18.9)
- percent of students with an IEP scoring novice in science from 53.1 to 41.9 (-11.2)
- percent of students with an IEP scoring proficient/distinguished in social studies from 22.2 to 48.7 (+26.5)
- percent of students with an IEP scoring novice in social studies from 48.1 to 43.6 (-4.5)
- percent of students with an IEP scoring proficient/distinguished in writing from 35.0 to 48.7 (+13.7)
- percent of free/reduced lunch students scoring novice in science is 6.7 lower than the state percentage
- percent of students with an IEP scoring novice in science is 17.1 lower than the state percentage

Based on the same analysis, we have regressed in closing the gap in the following areas:

- percent of free/reduced lunch students scoring proficient/distinguished in math from 23.0 to 20.5 (-2.5)
- percent of free/reduced lunch students scoring novice in math from 32.1 to 40 (+7.9)
- percent of free/reduced lunch students scoring novice in social studies from 22.9 to 30.4 (+7.5)
- percent of students with an IEP scoring proficient/distinguished in math from 30.0 to 15.4 (-14.6)
- percent of students with an IEP scoring novice in math from 36.7 to 69.2 (+32.5)
- percent of students with an IEP scoring proficient/distinguished in reading from 25.0 to 20 (-5)
- percent of students with an IEP scoring novice in reading from 65.4 to 70.0 (+4.6)

Based on the same analysis, we lacked progress in the following gap areas:

- percent of free/reduced lunch students scoring proficient/distinguished in science saw little change
- percent of free/reduced lunch students scoring novice in science saw little change

## 2017-2018 Phase III: Goal Builder for Schools

### Phase III: Goal Builder for Schools

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Comprehensive School Improvement Plan .....	3
ATTACHMENT SUMMARY .....	4

---

## Phase III: Goal Builder for Schools

### Comprehensive School Improvement Plan

#### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Upload your completed Goal Builder in the attachment area below:


You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goas, Strats, Activities	Required Form	

1: Proficiency

State your Proficiency Goal

<div>Goal 1: By 2019, WCHS will increase the combined (reading and math) percentage of proficient/distinguished for all students from 55.7% to 68.4%.</div>																																																																											
<div>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></div> <div><ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul></div>	<div>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></div> <div><ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul></div>	<div>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</div> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>09/2017 – 02/2018</td><td>Local MDC Team</td><td>No Funding</td></tr><tr><td>1B</td><td>07/2017 – 06/2018</td><td>PLC Team Leader</td><td>No Funding</td></tr><tr><td>1C</td><td>07/2017 – 06/2018</td><td>Math PLC Team Leader</td><td>No Funding</td></tr><tr><td>1D</td><td>09/2017 – 04/2018</td><td>English PLC Team Leader</td><td>No Funding</td></tr><tr><td>2A</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>2B</td><td>07/2017 – 06/2018</td><td>English PLC Team Leader</td><td>No Funding</td></tr><tr><td>2C</td><td>11/2017 – 03/2018</td><td>English PLC Team Leader</td><td>No Funding</td></tr><tr><td>3A</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3B</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3C</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3D</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3E</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3F</td><td>Each Trimester</td><td>VPA PLC Team Leader</td><td>No Funding</td></tr><tr><td>3G</td><td>07/2017 – 06/2018</td><td>Math PLC Team Leader</td><td>No Funding</td></tr><tr><td>3H</td><td>Ongoing</td><td>Social Studies PLC Team Leader</td><td>No Funding</td></tr><tr><td>3I</td><td>Ongoing</td><td>PLC Team Leaders</td><td>\$15500 21<sup>st</sup> Century \$15500 Instructional</td></tr><tr><td>3J</td><td>Ongoing</td><td>PLC Team Leaders</td><td>No Funding</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	09/2017 – 02/2018	Local MDC Team	No Funding	1B	07/2017 – 06/2018	PLC Team Leader	No Funding	1C	07/2017 – 06/2018	Math PLC Team Leader	No Funding	1D	09/2017 – 04/2018	English PLC Team Leader	No Funding	2A	Each Trimester	VPA PLC Team Leader	No Funding	2B	07/2017 – 06/2018	English PLC Team Leader	No Funding	2C	11/2017 – 03/2018	English PLC Team Leader	No Funding	3A	Each Trimester	VPA PLC Team Leader	No Funding	3B	Each Trimester	VPA PLC Team Leader	No Funding	3C	Each Trimester	VPA PLC Team Leader	No Funding	3D	Each Trimester	VPA PLC Team Leader	No Funding	3E	Each Trimester	VPA PLC Team Leader	No Funding	3F	Each Trimester	VPA PLC Team Leader	No Funding	3G	07/2017 – 06/2018	Math PLC Team Leader	No Funding	3H	Ongoing	Social Studies PLC Team Leader	No Funding	3I	Ongoing	PLC Team Leaders	\$15500 21 <sup>st</sup> Century \$15500 Instructional	3J	Ongoing	PLC Team Leaders	No Funding
Strategy/Activity	Timeline	Person Responsible	Funding Source																																																																								
1A	09/2017 – 02/2018	Local MDC Team	No Funding																																																																								
1B	07/2017 – 06/2018	PLC Team Leader	No Funding																																																																								
1C	07/2017 – 06/2018	Math PLC Team Leader	No Funding																																																																								
1D	09/2017 – 04/2018	English PLC Team Leader	No Funding																																																																								
2A	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
2B	07/2017 – 06/2018	English PLC Team Leader	No Funding																																																																								
2C	11/2017 – 03/2018	English PLC Team Leader	No Funding																																																																								
3A	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3B	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3C	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3D	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3E	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3F	Each Trimester	VPA PLC Team Leader	No Funding																																																																								
3G	07/2017 – 06/2018	Math PLC Team Leader	No Funding																																																																								
3H	Ongoing	Social Studies PLC Team Leader	No Funding																																																																								
3I	Ongoing	PLC Team Leaders	\$15500 21 <sup>st</sup> Century \$15500 Instructional																																																																								
3J	Ongoing	PLC Team Leaders	No Funding																																																																								



Goal 1:  
 By 2019, WCHS will increase the combined (reading and math) percentage of proficient/distinguished for all students from 55.7% to 68.4%.

			3K	Ongoing	Administrators	No Funding
			3L	Ongoing	Administrators	District Funds
			3M	Ongoing	Administrators	District Funds
			3N	Ongoing	Administrators	No Funding
			4A	Ongoing	21 <sup>st</sup> Century Site-Coordinator	21 <sup>st</sup> Century Grant
			5A	07/2017 – 08/2017	FA Assistant Principal, Counselors	No Funding
			6A	09/2017 – 05/2018	FA Assistant Principal, Freshman Math Teachers, Math PLC Team Leader, Gear-Up Coordinator	No Funding
			6B	Fall, Winter, Spring	Math & English PLC Team Leaders	No Funding
Objective	Strategy	Activities to deploy strategy	Measure of Success		Progress Monitoring Date & Notes	Funding
Objective 1: To increase the combined (reading and math) percentage of proficient/distinguished for all students from 55.7% to 62.0% by June 30, 2018.	1. Design and Deliver Assessment Literacy	A: Math teachers in cohort #2 will attend MDC trainings and utilize strategies within department.	PLC Minutes, Lesson Plans			\$0
		B: Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps			\$0
		C: All Algebra II and Math 11 teachers will use ACT Quality Core units and formative item pool as practice.	Lesson Plans			\$0
		D: Sophomore and Junior English teachers will administer On-Demand practice tests to all students prior to the testing window and provide detailed feedback to each student.	Lesson Plans			\$0
	2. Design and Deploy Standards	A: VPA teachers will have their students utilize Chromebooks to do research and study historical art movements, artists, and works of art to improve reading skills.	Class Assessments and Quizzes			\$0
		B: All English classes will follow the revised school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Lesson Plans			\$0
		C: All English III classes will begin instruction with an ACT review question, D.O.L., or bell ringer according to the review schedule.	Lesson Plans			\$0
	3. Design and Deliver	A: VPA teachers will implement math-based activities in conjunction with rhythmic exercises.	Online Scoring			\$0

<p>Goal 1: By 2019, WCHS will increase the combined (reading and math) percentage of proficient/distinguished for all students from 55.7% to 68.4%.</p>					
	Instruction	B: VPA teachers will implement online rhythmic reading.	Rubric		\$0
		C: VPA teachers will conduct class discussions of the meaning of musical texts.	Teacher Observation & Student Participation Documentation		\$0
		D: Drama teachers will initiate assignments to practice literary interpretation and reading comprehension through classroom assignments of song interpretation.	Rubric		\$0
		E: Drama teachers will create opportunities in which students will read and perform monologues, duets, and scenes of plays, read for fluency, tone, expression and meaning.	Rubric		\$0
		F: Drama teachers will expand history of theatre unit to increase reading comprehension.	Rubric		\$0
		G: Math teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.	PLC Minutes		\$0
		H: US History teachers will use periodic ACT-style passage readings under fixed conditions to familiarize students with testing conditions.	Lesson Plans		\$0
		I: Teachers of junior level English, math and science classes will continue to implement online ACT preparation (Study Island, Edgenuity) in their classes.	Lesson Plans		\$31000
		J: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-Through Documentation PLC Team Minutes		\$0
		K: Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events.	Lesson Plans		\$0
		L: Algebra I teachers will supplement their instruction with the use of Cognitive Tutor. Forty percent of instructional time will be spent in the Cognitive Tutor lab and the sixty remaining percent will be dedicated to direct instruction.	Lesson Plans, Cognitive Tutor Reports		\$0
		M: Study Island will be used to reinforce basic math skills and English skills.	Lesson Plans		\$0
		N: Teachers will provide instruction on the proper use of TI-Nspire calculators.	Lesson Plans		\$0
	4. Design, Align and Deliver Support	A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 <sup>st</sup> Century Colonels (e.g. independent practice, rescue and recovery, credit recovery) and other	Student Referrals & Sign-In Sheets		\$0

Goal 1:  
 By 2019, WCHS will increase the combined (reading and math) percentage of proficient/distinguished for all students from 55.7% to 68.4%.

		enrichment options.			
	5. Establishing Learning Culture and Environment	A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms		\$0
	6. Review, Analyze and Apply Data	A: Math teachers will utilize the Cognitive Tutor student reports to identify individual growth areas and this information will guide instructional decisions. Students will review their identified improvement areas using Cognitive Tutor in order to reach mastery of concepts.	Cognitive Tutor Data, Lesson Plans		\$0
		B: Algebra I, Geometry, Algebra II, Honors Geometry, Pre-Cal, and Math 9, 10, 11, as well as, freshman and sophomore English teachers will utilize MAP reports to identify student’s improvement areas in math and English concepts and will make instructional decisions accordingly.	MAP Reports, Lesson Plans		\$0

2: Gap  
State your **Gap** Goal

Goal 2: By 2019, WCHS will increase the average combined (reading and math) proficiency rates for all students in the Gap Group (non-duplicated) from 38.9% to 66.1%.					
<div>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></div> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<div>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></div> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		<b>Strategy/ Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Funding Source</b>
		1A	10/02/2017 to 09/29/2018	PLC Team Leaders	No funding
		1B	07/10/2017 to 06/30/2018	Administrators PLC Team Leaders Counselors	No funding
		1C	07/10/2017 to 06/30/2018	PLC Team Leaders Administrators	No funding
		1D	07/10/2017 to 06/30/2018	YSC Director Administrators Counselors McKinney-Vento Grant Coordinator	McKinney-Vento Grant
		1E	07/2017 – 06/2018	Counselors, Gear-Up Coordinator, Administrators	No Funding
		2A	09/01/2017 to 06/30/2018	Administrators Math & ELA PLC Team Leaders	No funding
		2B	08/21/2017 to 06/30/2018	ELA Study Skills Teacher, Gear-Up Coordinator	Gear –Up Funds
		2C	08/21/2017 to 06/30/2018	Math Study Skills Teacher, Gear-Up Coordinator	Gear-Up Funds
		2D	09/04/2017 to 06/30/2018	21 <sup>st</sup> Century Site- Coordinator	21 <sup>st</sup> Century CLC Grants
		2E	08/21/2017 to 06/30/2018	Administrators SPED Teachers	No funding
		2F	Fall, Winter, Spring	21 <sup>st</sup> Century Site Coordinator	21 <sup>st</sup> Century
		3A	Ongoing	Math PLC Team Leader	No Funding

Goal 2:  
By 2019, WCHS will increase the average combined (reading and math) proficiency rates for all students in the Gap Group (non-duplicated) from 38.9% to 66.1%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the average combined (reading and math) proficiency rates for all students in the Gap Group (non-duplicated) from 38.9% to 59.3% by June 20, 2018.	1. Review, Analyze, and Apply Data	A: Analyze K-PREP, ACT, MAP, EOC, common assessments, and other student achievement data by gap groups to modify instructional practices.	District Report Card, Pearson reports, District Reports		\$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, MAP reports, ACT reports		\$ 0
		C: Analyze data from the 2017 TELL KY Survey to identify and address non-cognitive teaching and learning barriers	TELL KY Survey		\$ 0
		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	FRYSC, IC Reports, Attendance Intervention Records, 15 Days Report		\$0
		E: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student's current level in order to provide differentiated instruction.	ACT Reports, MAP Reports, Assessment Data		\$0
	2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets		\$ 0
		B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 40 <sup>th</sup> – 70 <sup>th</sup> percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports		\$ 0
		C: Provide math intervention services in small groups, individual, or in collaboration with students in the 40 <sup>th</sup> – 70 <sup>th</sup> percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports		\$ 0
		D: 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 21 <sup>st</sup> CCLC to engage parents/guardians in their child's learning	21 <sup>st</sup> Century Schedules, Reports, Sign-In Sheets		\$ 0

Goal 2:  
By 2019, WCHS will increase the average combined (reading and math) proficiency rates for all students in the Gap Group (non-duplicated) from 38.9% to 66.1%.

		and achievement goals.			
		E: Coordinate and provide resources to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools.	SPED Documentation, Gear-Up Reports		\$ 0
		F: Provide ACT study sessions on scheduled Saturdays throughout the academic year.	Sign-Up & Sign-In Sheets		\$0
	3. Design and Deliver Assessment Literacy	A: All Algebra II and Math 11 teachers will use ACT Quality Core units and formative item pool as practice.	Lesson Plans		\$0

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: By 2019, WCHS will increase the graduation rate for all students from 93.2% to 95.2% as measured by the 4-Year Cohort.																																	
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/ Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>Ongoing</td><td>Counselors, Gear-up Coordinator, 21<sup>st</sup> Century Site-Coordinator, Administrators</td><td>No Funding</td></tr><tr><td>1B</td><td>Ongoing</td><td>YSC Director</td><td>FRYSC Funds</td></tr><tr><td>2A</td><td>Spring</td><td>Counselors, CTE Coordinator</td><td>No Funding</td></tr><tr><td>2B</td><td>Ongoing</td><td>Counselors</td><td>No Funding</td></tr><tr><td>3A</td><td>Spring, Summer</td><td>Administrators, Counselors, Gear-up Coordinator, LinkCrew Advisor</td><td>No Funding</td></tr><tr><td>4A</td><td>Ongoing</td><td>Counselors</td><td>No Funding</td></tr></table>		Strategy/ Activity	Timeline	Person Responsible	Funding Source	1A	Ongoing	Counselors, Gear-up Coordinator, 21 <sup>st</sup> Century Site-Coordinator, Administrators	No Funding	1B	Ongoing	YSC Director	FRYSC Funds	2A	Spring	Counselors, CTE Coordinator	No Funding	2B	Ongoing	Counselors	No Funding	3A	Spring, Summer	Administrators, Counselors, Gear-up Coordinator, LinkCrew Advisor	No Funding	4A	Ongoing	Counselors	No Funding
Strategy/ Activity	Timeline	Person Responsible	Funding Source																														
1A	Ongoing	Counselors, Gear-up Coordinator, 21 <sup>st</sup> Century Site-Coordinator, Administrators	No Funding																														
1B	Ongoing	YSC Director	FRYSC Funds																														
2A	Spring	Counselors, CTE Coordinator	No Funding																														
2B	Ongoing	Counselors	No Funding																														
3A	Spring, Summer	Administrators, Counselors, Gear-up Coordinator, LinkCrew Advisor	No Funding																														
4A	Ongoing	Counselors	No Funding																														
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																												
Objective 1: To increase the graduation rate from all students from 93.2% to 94.6% by June 30, 2018, as measured by the 4-Year Cohort.	1. Design, Align and Deliver Support	A: Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Enrollment Data, Sign-in Sheets		\$0																												
		B: YSC Coordinator will make home visits to any at-risk student by referral.	Record of Referral, Record of Home Visits		\$0																												
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Enrollment Data, ILP Reports		\$0																												
		B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery.	Graduation Checklist, Transcripts, A & A Folders		\$0																												

Goal 3: By 2019, WCHS will increase the graduation rate for all students from 93.2% to 95.2% as measured by the 4-Year Cohort.					
	3. Establishing Learning Culture and Environment	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule		\$0
	4. Review, Analyze and Apply Data	A: Data from the Persistence to Graduation Tool available in Infinite Campus will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state and national levels.	Persistence to Graduation Reports		\$0



4: Growth  
State your **Growth** Goal

Goal 4: NOT REQUIRED					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: By 2019, WCHS will increase the percentage of students who are College and Career Ready (CCR) from 65.6% to 72.48%.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [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](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	Ongoing	Gear-Up Coordinator	Gear-Up
1B	Ongoing	CTE Teachers	No Funding
1C	08/2017-06/2018	CTE Coordinator	No Funding
1D	03/2018	Counselors	No Funding
1E	11/2017	English Teachers, AmeriCorp Coach, Counselors	No Funding
1F	Ongoing	Counselors	No Funding
2A	09/2017-04-2018	English Teachers, CTE Teachers	No Funding
2B	Ongoing	CTE Teachers	Perkins Grant & Other Funds
2C	Spring	Counselors	No Funding
3A	Ongoing	Counselors	No Funding
3B	Ongoing	AmeriCorp Coach	AmeriCorp Grant
3C	Ongoing	Gear-Up Coordinator and LinkCrew Advisor	Gear-Up
3D	Ongoing	CTE Coordinator	Perkins Grant
4A	01/2018-03/2018	CTE Coordinator	No Funding
4B	Ongoing	CTE Teachers	No Funding
4C	Ongoing	Math PLC Team Leader	No Funding
4D	07/2017-06/2018	CTE Coordinator	\$32000
5A	Ongoing	CTE Teachers	No Funding
5B	Ongoing	CTE Teachers	No Funding
5C	Ongoing	English PLC Team Leaders	No Funding
6A	Ongoing	Co-op Teachers	Perkins Funds

Goal 5: By 2019, WCHS will increase the percentage of students who are College and Career Ready (CCR) from 65.6% to 72.48%.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students who are College and Career Ready (CCR) from 65.6% to 69.04% by June 30, 2018.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce soft skills.	KOSSA Reports		???
		B: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via KOSSA and completion of pathway.	Advisory Committee Minutes		\$0
		C: CTE teachers will publicize articulated credits for pathways and KOSSAs.	TEDS Reports, KOSSA Reports		\$0
		D: In lieu of “March Madness,” counselors will post staff member’s educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door		\$0
		E: During “College Application Week,” all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports		\$0
		F: CCR Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data		\$0
	2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans		\$0
		B: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins funds may cover the cost of the CTE teacher/advisor only.)	Field Trip Requests and Field Trip Student Lists		\$2500
		C: Counselors will guide all 9 <sup>th</sup> grade students to a career pathway based on their ILP.	Registration Documents		\$0
	3. Establishing Learning Culture and Environment	A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always have the incoming freshman students for their first year. Then when they become a sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e. graduation requirements, transcripts, and general “advising”) and daily for	Graduation Rate		\$0

Goal 5: By 2019, WCHS will increase the percentage of students who are College and Career Ready (CCR) from 65.6% to 72.48%.					
		routine information sharing/communication.			
		B: The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	AmeriCorp Reports		???
		C: Gear-Up Program will provide our freshman and sophomore students with opportunities to explore various careers and colleges while LinkCrew will provide mentoring of freshman and sophomore students with junior and senior mentors.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports, LinkCrew Reports		???
		D: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills attainment).	Finance Reports		\$32000
	4. Design and Deliver Assessment Literacy	A: CTE teachers will utilize KDE provided KOSSA practice tests to familiarize students with the testing system and conditions.	KOSSA Reports		\$0
		B: CTE teachers will utilize questioning techniques similar to those used on the KOSSA to familiarize students with real-world, on-the-job/career questions.	Classroom Assessments, KOSSA Reports		\$0
		C: Junior level math teachers will provide students access to ACT prep programs.	Lesson Plans		\$0
	5. Design and Deploy Standards	A: CTE teachers will utilize curriculum maps aligned with KOSSA and Kentucky Academic Standards, as well as, career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans		\$0
		B: When opportunities arise, teachers will be encouraged to participate in state-level development and revision of programs of study, course alignment, pathway development/revision, and standards development/revision.	Travel Authorization Requests		\$0
		C: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps		\$0
	6. Review, Analyze, and Apply Data	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Co-op Visit Reports		\$0

6: Other (optional)

State your **Other Goal** (optional)

Goal 6: By 2021, WCHS will increase the percentage of teachers who agree that professional learning is differentiated to meet the needs of individual teachers from 77% to 99% as measured by the TELL KY Survey.																					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>07/01/2017 – 05/01/2018</td><td>School Administrators &amp; District Support Staff</td><td>Professional Development Funds</td></tr><tr><td>1B</td><td>07/01/2017 – 06/30/2018</td><td>Social Studies PLC Team Leader</td><td>Professional Development Funds</td></tr><tr><td>1C</td><td>07/2018</td><td>CTE Coordinator</td><td>Perkins Grant</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	07/01/2017 – 05/01/2018	School Administrators & District Support Staff	Professional Development Funds	1B	07/01/2017 – 06/30/2018	Social Studies PLC Team Leader	Professional Development Funds	1C	07/2018	CTE Coordinator	Perkins Grant
Strategy/Activity	Timeline	Person Responsible	Funding Source																		
1A	07/01/2017 – 05/01/2018	School Administrators & District Support Staff	Professional Development Funds																		
1B	07/01/2017 – 06/30/2018	Social Studies PLC Team Leader	Professional Development Funds																		
1C	07/2018	CTE Coordinator	Perkins Grant																		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																
Objective 1: To increase the percentage of teachers who agree that professional learning is differentiated to meet the needs of individual teachers from 77% to 89% by June 30, 2019.	1.Design, Align, and Deliver Support	A: Professional learning will be provided to meet the needs of individual teachers with a focus on learning for students of high poverty/low-socioeconomic status.	TELL KY Survey, Professional Learning Agendas & Sign-in Sheets		\$3800																
		B: Social Studies PLC will offer content-specific professional learning opportunities at various times throughout the year (i.e. History Round Table Discussions).	Flex Sign-in Sheets		\$0																
		C: All CTE Teachers will have the opportunity and be encouraged to participate in the Annual CTE Summer Program to receive updated information regarding course/program curriculum changes/alignments/maps, updates regarding KOSSA and Industry Certifications, network with program teachers from across the state, and	Professional Development Certificates		\$9000																

Goal 6: By 2021, WCHS will increase the percentage of teachers who agree that professional learning is differentiated to meet the needs of individual teachers from 77% to 99% as measured by the TELL KY Survey.					
		receive information regarding innovative strategies, activities, and technologies in the classroom.			

## 2017-2018 Phase III: Executive Summary for Schools

### Phase III: Executive Summary for Schools

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 08/01/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Executive Summary .....	3
ATTACHMENT SUMMARY .....	4



## Phase III: Executive Summary for Schools

### Executive Summary

#### 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?

See Attachment - Description of School

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

See Attachment - School Purpose

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

See Attachment - Notable Achievements & Areas of Improvement

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Additional Information





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

See Attachment - Additional Info

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievements & Improvements	Achieve & Improve	
 Additional	Additional Info	
 Description of School	Description	
 Purpose	Purpose	

## **Notable Achievements and Areas of Improvement**

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

### **Notable Achievements**

#### **2016-2017**

We saw a 2.0 point gain (from 61.8 to 63.8) in our Achievement category from 2016 to 2017. We saw a 2.1 point increase (from 95.5 to 97.6) in our 5-year cohort graduation rate from 2016 to 2017. 49.6% of non-duplicated gap students scored proficient in reading. 64% of our students scored proficient/distinguished in reading compared to the state average of 55.8%. 78.3% of our students scored proficient/distinguished in writing compared to the state average of 58.5%. Based on ACT 5-Year Trend Data – Percent of Students who Meet College Readiness Benchmarks in math at WCHS is the highest it has been since 2012-13, with 24% of the Class of 2018 (Juniors) meeting ACT Benchmarks in math. According to the same data, % of Class of 2018 juniors meeting ACT Benchmarks increased from 12% in 2015-16 to 24% in 2016-17. Based on ACT 5-Year Trend Data – Average ACT Scores – the average math ACT score was 18.4, which was highest average in 5 years, and had the highest amount of growth (1 full point from 17.4 to 18.4) for all reporting content areas. In meeting the benchmark for reading, our males (53.4) beat the state average (49.8).

Graduation rate has increased over the last three years from 93.3% to its current rate of 97.6%. Achievement has increased over the last three years from 63.3% to its current rate of 63.8%. Writing score has increased from 59.3% to 78.3% in the last three years. Reading score has increased from 53.5% to 64% in the last three years. ACT math score has increased from 17.4% in 2016 to 18.4% in 2017. Our non-duplicated gap group scoring proficient/distinguished on the English II EOC is 58.5% versus the state percentage of 43.9 which is 14.6 percentage points above the state. Our non-duplicated gap group scoring proficient on the Biology EOC went from 24.4% in 2016 to 28.9% in 2017, which is an increase of 4.5% of NDG students scoring proficient.

Our non-duplicated gap group scoring proficient/distinguished on the US History EOC is 53.5% versus the state percentage of 45.4 which is 8.1 percentage points above the state. Our non-duplicated gap group scoring proficient/distinguished on the 11th Grade On-Demand Writing is 73.1% versus the state percentage of 47.8 which is 25.3 percentage points above the state. ACT average scores in Mathematics have increased from 17.4 to 18.4 (2016 to 2017) MAP Math average (mean RIT) scores have increased from 232 to 235.2 (2016 to 2017) Students enrolled in Math Study Skills classes have baseline ACT average scores that increased from 15.76 (August 2017) to 16.7 (October 2017)

Social Studies Department noted the current state as follows:

- saw 8.72% decrease in apprentice on 2016-2017 US History EOC Test
- saw 1.02% increase in proficient on 2016-2017 US History EOC Test
- saw 3.72% increase in distinguished on 2016-2017 US History EOC Test
- 10.26% of special needs/collaboration US History students scored apprentice

- 9.10% of homebound/other US History students scored apprentice
- 47.29% of regular education US History students scored proficient
- 46.15% of special needs/collaboration US History students scored proficient
- 17.57% of regular education US History students scored distinguished
- 2.56% of special needs/collaboration US History students scored distinguished
- 64.86% of regular education US History students scored proficient/distinguished
- 48.71% of special needs/collaboration US History students scored proficient/distinguished

Science Department noted the current state as follows:

- Science reduced novice by 2.2 points.
- Science increased apprentice by 1.6 points.
- Science increased proficient by .1 points.
- Science increased distinguish by .4 points.
- The increase of proficient and distinguish together is .7 points.
- Therefore, it appears science is slowly increasing proficient and distinguish. The decrease in novice mostly moved to apprentice.
- The males within our school scoring novice were 20.3 being 3.6 points lower than the state average of 23.9.
- The males within our school scoring distinguish were 9.4 being .2 points higher than the state average of 9.2.
- Students with free/reduced lunches scoring novice were 23.3 being 6.7 points lower than the state average of 30.
- Students with free/reduced lunches scoring proficient were 24.3 being 1 point lower than the state average of 25.3.
- Students with free/reduced lunches scoring distinguish were 3.4 being .6 points lower than the state average of 4.1
- Students with disabilities with IEPs scoring novice were 40.4 being 17.1 points lower than the state average of 57.1.
- Students with disabilities with IEPs scoring apprentice were 36.2 being 5.3 points above the state average of 30.9.
- Students with disabilities with IEPs scoring proficient were 21.3 being 11 points above the state average of 10.3.
- Students with disabilities with IEPs scoring distinguish were 2.1 being .4 points above the state average of 1.7

We have seen a decrease of approximately 80% in discipline referrals over the last four years. Our student to computer ratio was 1.3:1 last year, but is 1:1 this year. Our current student to teacher ratio is 15:1. The average years of teaching experience is 13.8. According to the WCHS Master Schedule, the number of core and other math teachers decreased from 10 in 2016 - 2017 to 8 in 2017 - 2018.

We have successfully transitioned from semester scheduling to trimester scheduling. Two years ago, we moved from two semesters each containing two nine-week grading periods to three twelve-week trimesters. In doing so, students have the opportunity to take more dual credit courses, more pathway courses, and ,if needed, make up credits.

## 2015-2016

For the 2015-2016 Unbridled Learning: College and Career Readiness for All assessment model:

\*\* Our school classification was distinguished school.

\*\*\* We met our Participation Rate Goal and our Graduation Rate Goal.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that in 2015-2016 we had 128 student who participated in KOSSA assessments and 91 of them earned KOSSA certificates, which is a passing rate of 71.09%.

Individual pathway results were as follows:

8 students took the Administrative Support KOSSA, 7 received certificates (88% passing rate);

26 students took the Ag Power Structures KOSSA, 19 received certificates (73% passing rate);

7 students took the Web Development and Administration KOSSA, 6 received certificates (86% passing rate);

24 students took the Culinary & Food Services KOSSA, 16 received certificates (67% passing rate);

15 students took the Environmental Science KOSSA, 12 received certificates (80% passing rate);

17 students took the Horticulture KOSSA, 10 received certificates (59% passing rate);

31 students took the Marketing KOSSA, 21 received certificates (68% passing rate).

Our career pathway offerings included: Agriculture Power, Structural & Technical Systems, Environmental Science & Natural Resources, Horticulture & Plant Science, Culinary & Food Services, Web Development/Administration, Marketing, Administrative Support, and Business Multimedia, Information Processing, and JROTC. Students interested in vocational training may have chosen to attend the Corbin Area Technology Center to seek Industry Certifications in the following areas: Automotive Technology, Computer Aided Design, Emergency Management Services, Information Technology, Electrical Technology, Health Science, and Welding.

Our program review scores continued to be excellent: Visual & Performing Arts scores 9.1 (Proficient), Practical Living/Career Studies scored 9.5 (Proficient), Writing scored 8.2 (Proficient), Global Competencies/World Languages scored 8.0 (Proficient) for a total of 34.8 points. Our Accountability points were 23 out of 23.

Celebration Points/Unbridled Learning assessment comparisons from 2014-2015 to 2015-2016 revealed the following increases:

-reading EOC scores improved from 59.8 to 62.3

-math EOC scores improved from 46.5 to 50.9

-science EOC scores improved from 51.0 to 54.6

-overall growth increased from 52.9 to 54.3

-student growth percentile in math increased from 48.0 to 53.7

-student growth percentile in combined reading and math increased from 52.9 to 54.3

-overall gap increased from 42.7 to 51.1

-non-duplicated gap percentile in reading increased from 48.6 to 52.6

-non-duplicated gap percentile in reading of 52.6 is +8.4 above the state percentile of 44.2

-non-duplicated gap percentile in math increased from 19.8 to 24.1

-non-duplicated gap percentile in science increased from 24.3 to 26.0

-non-duplicated gap percentile in social studies of 51.4 is +3.6 above the state percentile of 47.8

- non-duplicated gap percentile in writing of 47.9 is +15.5 above the state percentile of 32.4
- non-duplicated gap percentile in language mechanics of 50.0 is +8.9 above the state percentile of 41.1
- overall CCR increased from 77.0 to 85.9
- CCR percent meeting benchmark for all students increased from 77 to 85.9
- CCR percent meeting benchmark for white students increased from 76.8 to 85.6
- CCR percent meeting benchmark for students with disability increased from 69.6 to 80.0
- CCR percent meeting benchmark for free/reduced lunch students increased from 70.2 to 79.1
- graduation rates for male students increased from 95.3 to 97.3
- graduation rates for free/reduced lunch students increased from 95.2 to 95.6
- reading scores improved overall from 59.8 to 62.3
- reading scores for students scoring distinguished increased from 11.3 to 13.3
- reading scores for students scoring proficient increased from 42.2 to 43.5
- reading scores for students scoring apprentice decreased from 12.5 to 11.0
- reading scores for students scoring novice decreased from 34.0 to 32.1
- English met ACT benchmark
- math achievement increased from 46.5 to 50.9
- math increased the percentage of females meeting benchmark from 19.0 to 24.6
- math decreased the percentage of students scoring novice on the algebra II EOC from 30.1 to 27.8
- math scores for students scoring distinguished increased from 2.3 to 6.3
- math scores for students scoring proficient increased from 21.5 to 24.8
- math scores for students scoring apprentice decreased from 45.4 to 39.6
- math scores for students scoring novice decreased from 30.8 to 29.3
- science achievement increased from 51.0 to 54.6
- science scores for students scoring distinguished increased from 2.4 to 5.9
- science scores for students scoring proficient increased from 24.4 to 25.7
- science scores for students scoring apprentice decreased from 48.4 to 45.9
- science scores for students scoring novice decreased from 24.8 to 22.5
- language mechanics scores for students scoring proficient increased from 27.1 to 33
- writing NAPD for our school of 75.0 is +8.8 above the state NAPD of 66.2
- writing NAPD earned 4.9 bonus points
- 10th and 11th grade writing percent of students scoring proficient/distinguished is 51.6 which is +8.1 above the state average of 43.5
- our English II EOC percent of students scoring proficient/distinguished of 57.8 which is +1.3 above the state average of 56.5
- our gap points earned for our school of 51.0 which is +15.1 above the state points of 35.9.
- our CCR points with bonus of 85.9 which is +4 above the state points with bonus of 81.9.
- percentage of novice reduction target met: Overall 61.3, Reading 47.6, Math 75
- our drop-out rate of 1.2% is lower than the state by 0.3%
- our graduation rate of 95.5 is +5.8 above the state's at 89.7.

## **Opportunities for Continued Improvement**

### **2016-2017**

Our non-duplicated gap group scoring novice on the Algebra II EOC went from 29.6% in 2016 to 40.4% in 2017, which is an increase of 10.8% of NDG students scoring novice. The percentage of students meeting the CCR benchmark fell to 54.8% in 2017 from 68.5% in 2016. According to comparison data of EOC scores at WCHS (2016 - 2017 NAPD vs 2015 - 2016 NAPD), the percent of students scoring distinguished



on Algebra II EOC decreased from 5.88% to 3.9% and the percent of students scoring proficient decreased from 28.05% to 23.4%. According to KASC ACT results for WCHS (KDE Assessment Supplemental Data), the percent of students meeting benchmarks in mathematics has steadily decreased for 4 years.

- 2012 36.8%
- 2013 34.7%
- 2014 26.3%
- 2015 25.5%.

We saw an 11.7 point drop (from 51 to 39.3) in our Gap category from 2016 to 2017. We saw a 20.1 point drop (from 85.9 to 65.8) in our CCR category from 2016 to 2017. 19.2% of non-duplicated gap students scored proficient in math. 25.5% of students scored proficient/distinguished in math compared to the state average of 38.1%.

During the 2016-2017 school year, 49 percent of our students met the benchmark on the reading portion of the ACT while 53 percent of Kentucky students overall met the benchmark of 20 or above on the Reading portion of the ACT. In meeting the benchmark for reading, our females (46.1) were lagging behind the state average for the female group (56.8). Our current ACT scores lag behind the state average in all categories. Our English score was 18.2 and the state score was 19.2 (we are one point behind). Our math score was 18.4 and the state score was 19.4 (yet again, another point behind). Our reading score was 19.6 and the state score is 20.3 (seven tenths of a point behind the state). Our science score was 19.6 and the state score was 19.9 (three tenths of a point behind). Our overall composite score was 19.1 and the state's composite score was 19.8 (seven tenths behind the state again). We also fall behind the state in the percentage of students meeting the college readiness benchmarks on the ACT. Percent meeting English benchmark for our school is 50.5 and for Kentucky it is 55.8 (we are 5.3 percentage points behind the state). Percent meeting math benchmark for our school is 37.6 and for Kentucky it is 43.7 (we are 6.1 percentage points behind the state). Percent meeting reading benchmark for our school is 49.8 and for Kentucky it is 53.2 (we are 3.4 percentage points behind the state).

Social Studies noted the following priorities/concerns:

- saw 5% increase in novice on 2016-2017 US History EOC Test
- percent scoring novice rose 5.6% even though we are still below state average on 2016-2017 test
- percent scoring apprentice declined 9.4% and is below state average by .9% on 2016-2017 test
- 17.57% of regular education US History students scored novice
- 41.03% of special needs/collaboration US History students scored novice
- 90.90% of homebound/other US History students scored novice

Science noted the following priorities/concerns:

- The males within our school scoring apprentice were 39.1 being 3.8 points higher than the state average of 35.3.
- The males within our school scoring proficient were 31.2 being .4 points lower than the state average of 31.6.
- The females within our school scoring apprentice were 54.2 being 16.1 points higher than the state average of 38.1.
- The females within our school scoring proficient were 21.2 being 12.8 points lower than the state average of 34.

- The females within our school scoring distinguished were 4.2 being 3.5 points lower than the state average of 7.7.

A novice reduction plan has been developed, discussed, and is being implemented as follows:

- Data driven PLC meetings: both whole team and core content team
- Differentiated Instruction and assessment (more formative before summative)
- Use of pretests to establish path of instruction to follow
- Build relationships with students
- Build connections with other teachers that your students have throughout the day to foster encouragement
- Build connections with teachers of students with disabilities, homebound teachers, past teachers, parents
- Use meaningful data: IEP, 504, free & reduced lunch, reading, writing, math scores, current reading level Use meaningful data: EOC, PLAN, ACT scores Teach, repeat, assess, reteach, retest
- Use chunking; flashbacks to previous material Use student sample exams, questions, and answers.

Math noted the following:

Reducing the number of novice in all academic areas for students in the non-duplicated gap group (in particular students with disabilities). Reading - All students were 24% novice and gap group was 26.9% Math - All students were 37.1% novice and gap group was 40.4%. The ACT baseline average for the Math Study Skills class began during 2016 - 2017 academic year (RTI course developed in response to decreasing number of students achieving benchmark in mathematics) was 15.7 in both 2016 - 2017 and 2017 - 2018. Additionally, analysis of various testing data similar levels of proficiency for individual items for 2 consecutive years. MAP Math data - nwea.org - Percent of Proficient and Distinguished (Class of 2019) reports show that from Spring 2016 - 2017 to Fall 2017 - 2018 there were gains in all strands

- Operations and Algebraic Thinking increased from 42% to 52%
- Real and Complex Number System increased from 34% to 35%
- Geometry Concepts increased from 31% to 37%
- Statistics and Probability increased from 38% to 49%
- Overall average (Mean RIT) score increased from 232 to 235.2

On the 2014-2015 assessment, 56.8% of Kentucky students scored proficient/distinguished, while only 54.9% of WCHS students scored proficient/distinguished; therefore, we did not meet the state average by 1.9%. On the 2015-16 assessment, 56.4% of Kentucky students scored proficient/distinguished, and 57.8% of WCHS students scored proficient/distinguished. We surpassed the state average by 1.4%; in fact, the state average decreased by 0.4%, while our average increased by 2.9%. Last year's goal was to increase proficiency, to top the state average, and to widen the gap between our scores and the state average by at least an additional 2%. Not only did our students meet that goal, they surpassed it with a score of 64% proficient/distinguished, topping the state by 8.4%. Not only do we want to increase the percentage of proficient and distinguished scores, we want to decrease (and eventually eliminate) the novice scores. On the 2016-17 assessment, 24% of students scored novice (under the state average of 33.3%), but our goal is to decrease that number by at least 4%.



#### ACT and EOC Test Preparation

- Help to bring students to or above the Math benchmark of 19 on ACT
- 20.3% met ACT benchmark in 2012
- 36.8% met ACT benchmark in 2013
- 21% met ACT benchmark in 2014
- 26.3% met ACT benchmark in 2015.
- 40.8% met ACT benchmark in 2016.
- 48% met ACT benchmark in 2017.
- Help to increase student's individual Math ACT score.
- Average score in Math on ACT in 2012 was 17.3 (still below benchmark of 19).
- Average score in Math on ACT in 2013 was 18.2 (still below benchmark of 19).
- Average score in Math on ACT in 2014 was 18.1 (still below benchmark of 19).
- Average score in Math on ACT in 2015 was 17.6 (still below benchmark of 19.)
- Average score in Math on ACT in 2016 was 17.4 (still below benchmark of 19.)
- Average score in Math on ACT in 2017 was 16.6 (still below benchmark of 19.)
- Help to improve some of the 36.88% in the apprentice range of the Algebra II EOC in 2017 to the proficient/distinguished range. As well as, help to reduce the novice percentage of 35.81% from the Algebra II EOC.
- Help to increase MAP assessment results each time the students take the assessment.
- The Geometry classes need to be within a range of 230-250 by spring 2018.
- The Algebra II classes need to be within a range of 235-255 by spring 2018.

## **Additional Information**

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

- Our JROTC unit has been recognized as "Honor with Distinction" since 1993.
- Over the last nine years, we have had 46 students selected as Governor's Scholars.
- In 2017, we had a record number of Governor's Scholars (10).
- For two years in a row (2016 and 2017), WCHS students placed 1<sup>st</sup> in the University of the Cumberlands Math Competition.
- For 2016-2017, one student was selected as a HOBY winner and one students was selected as a HOBY alternate.
- Our National Honor Society has 257 historical members.
- One of our English teachers was awarded the WYMT Teacher of the Year in 2016.
- We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.
- During the 2016 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

\*\*\*\* One year scholarships totaled \$805,300 awarded to WCHS students.

\*\*\*\* Four year scholarships totaled \$3,340,650 awarded to WCHS students.

- AmeriCorp has placed a College and Career Readiness Coach at WCHS three consecutive school years.
- WCHS Future Farmers of America placed in the following categories at National FFA Conference: Gold Rating in Forestry Management, Silver Rating in Diversified Horticulture, and Bronze Rating in Outdoor Recreation. Our agriculture mechanics team placed 2nd in state competition.
- Our 2017-2018 drama students competed at the state level earning a judge's discretionary award and one student was named to the KTA All-Star Cast.
- In 2016-2017, drama students earned 4th place at State KTA and one student was named All-Festival Cast.
- In 2016-2017, the drama students earned 3rd place at EKDAS, one student was named Best Supporting Actress, and another was named a member of the All Mountain Cast.
- Students from our Information Technology department participated in the 2016 High School Summer Math-Science Technology Institute: a student wrote the code for an app which simplified the census data and another built a supercomputer.
- An FBLA student participated in the 2016 Base Camp offered by the Kentucky Association of Certified Public Accountants.
- We earned Elite Top 50 FACS Program for two years in a row.
- Several of our student organizations raise money for various charities and have numerous service learning projects.

- We have a very active Visual and Performing Arts program with theatre, visual arts, dance, chorus, and band. We have an annual art show, choral and instrumental concerts, and several drama performances throughout the school year.
- One of our students was selected for the All-Festival Band in 2015-2016.
- Class officers are elected by popular vote after campaigning.
- Our GEAR UP program is to working to build a sustainable college-going culture in our school which has a high percentage of students in low-income households.
- Our Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Select junior and senior students serve as leaders/mentors for the program.
- Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors. Also, our student athletes competed at the state level. In addition, we have more student-athletes signing to play sports at the collegiate level.
- Host an Annual Community Thanksgiving in which students and other volunteers prepare and serve a Thanksgiving meal to all who attend.
- Host an Annual Veteran's Day Breakfast and Celebration Ceremony for all area Veterans.
- Host a Memorial Day Ceremony in our Courtyard of Patriots which is located at the front of our school.
- WCHS students attended the National Council on Youth Leadership's "Youth Salute Program"
- On their Annual Organization Day, our JROTC conducts a Change of Command Ceremony
- Our F.O.R.T. honors a Student of the Month
- In 2017, our Educator's Rising Club competed at state conference in which two students placed in the top three in two different competitions.
- Each year, our senior class participates in a Senior Walk through the high school, middle school and at their respective elementary school. During which, the seniors present "Life- Changer Awards" to those who have had the most impact on their educational career.
- 2017 Boys Tennis Region Champion, Boys Team Runner-up, Girls Team Runner-up
- In September of 2017, our district went 1:1 for technology in grades 7-11.
- 2017 Athletic Hall of Fame Banquet to induct our first Hall of Fame Class.
- Our Food Service Program provides free meals (breakfast and lunch) to all students.
- A WCHS marketing teacher was selected to serve on Kentucky's Business and Marketing Education Leadership Team.
- A WCHS marketing teacher was selected as the Ethics Integration Specialist for Kentucky through MBA Research and Curriculum Center.
- Several WCHS female students participated in the Young Women LEAD Conference in March 2017.
- WCHS local PALS participated in the 13<sup>th</sup> Annual Children's Advocacy Day in Frankfort.
- 2017 four members of the Wrestling Team competed at the state tournament level.

## Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, currently serves 1,103 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 35,766 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is \$15,960 - well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy cannot be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner-occupied housing is \$120,400. Seventy-six percent of our students qualify for free or reduced lunch. Another important fact is that our county has 24.1% of its population under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in eight career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school, including our participation in the GEAR UP program and Link Crew initiatives. 49.9% of our students are male and 50.1% are female. Our student body consists of 299 freshmen, 262 sophomores, 269 juniors, 269 seniors, and 4 non-diploma/grade 14 students. 16% of our learners are Gifted & Talented. 15.3% of our learners are identified as students with disabilities. Due to the lack of ethnic diversity in the area, the majority of our students are white. Our student population, excluding white not of Hispanic origin, includes 25 students which represents 2.7% of our total student body.

Our faculty/staff consists of: 1 principal, 3 assistant principals, 3 school guidance counselors, 1 media specialist, 63 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 1 duplication clerk, 1 credit recovery aide, 7 FMD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 2 crisis counselors and 1 SRO. Safety is a priority in our school. We have a security entrance for the main campus in which all visitors must sign in with an off-duty sheriff's deputy. All parents have online access to the school and district disciplinary code/student handbook. All guests are required to sign-in at the main entrance to the building and all of our classrooms have telephone access to outside lines.

## School's Purpose

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

The mission at Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies. A listing of the various clubs, athletics, extra-curricular and enrichment opportunities follows. In addition, we believe that offering students opportunities beyond the regular bell schedule will provide them the assistance they need to be College and Career Ready. As a result, students are well-rounded and better equipped to be positive contributors to the 21st century academic and competitive workforce. As part of the Whitley County School District, we are committed to "Making Great Things Happen." Our school has a culture of continuous improvement, believes firmly in Colonel P.R.I.D.E. (Purpose, Respect, Integrity, Determination, and Excellence), and models our principles of "Pillars for Success: Lead by Example, Kids First, T.E.A.M., and Community."

**CLUBS & ORGANIZATIONS:** Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, DECA Club, Future Career and Community Leaders of America (FCCLA), Fighting Animal Cruelty Together (FACT) Club, Pep Club, First Priority, 4-H Club, French Club, Spanish Club, Future Business Leaders of America (FBLA), Educators Rising, Future Farmers of America (FFA), HOSA, JROTC (Raider Club, Color Guard, Honor Guard, Drill Team), National Honor Society, SKILLS USA, Student Government Association & Class Officers, Thespian Society, Junior Historical Society, GEAR UP, Link Crew, and UNITE.

**ATHLETICS:** Baseball, Basketball (Boys & Girls), Cheerleading, Cross Country (Boys & Girls), Football, Golf (Boys & Girls), Soccer (Boys & Girls), Tennis (Boys & Girls), Track & Field (Boys and Girls), Volleyball, and Wrestling.

**21st CENTURY COLONELS:** Academic Opportunities (Credit Recovery, After School & Before School Tutoring, Summer School, Morning and Afterschool Math) and Enrichment Opportunities (ACT Prep, Academic Club, Book Club, Colonel Players, Dance Club, Colonel Crafts, Foreign Language Club, ARK Club - Acts of Random Kindness, Science Club, Piano Lessons, Band, Weightlifting/Fitness Club, Leadership Experience (FCCLA), Skills & Drills (JROTC), Zen Doodle and Parental Involvement Opportunities (FAFSA Workshops, Parent Nights, Art, Dance, and more).

## 2017-2018 Program Assurance Document

### Program Assurance Document

**Whitley County High School**  
350 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/18/2017  
Status: Locked

---

## TABLE OF CONTENTS

---

Assurances must be completed, submitted and approved by midnight February 28, 2018. ....	3
Writing Program Assurances .....	4
Global Competency/World Languages Program Assurances .....	5
Visual and Performing Arts Program Assurances .....	6
Practical Living and Career Studies (PLCS) Program Assurances .....	7
K-3 Assurances .....	8
ATTACHMENT SUMMARY.....	10



---

## Program Assurance Document

Assurances must be completed, submitted and approved by midnight  
February 28, 2018.

### Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

## Writing Program Assurances

(Required by all schools, elementary, middle and high)

1. All students will be recipients of writing instruction/experiences throughout the school year.
  - ☒ **Yes**
  - ☐ No
  
2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.
  - ☒ **Yes**
  - ☐ No
  
3. Students will write for a variety of audiences and purposes throughout the school year.
  - ☒ **Yes**
  - ☐ No
  
4. Consistent and timely feedback is provided to improve and guide students' writing skills.
  - ☒ **Yes**
  - ☐ No

## Global Competency/World Languages Program Assurances

(Required for **middle and high schools only**. Elementary schools should respond with N/A.)

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- ☒ Yes
- ☐ No
- ☐ N/A

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ☒ Yes
- ☐ No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- ☒ Yes
- ☐ No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- ☒ Yes
- ☐ No

## Visual and Performing Arts Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☒ Yes
- ☐ No
- ☐ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- ☒ Yes
- ☐ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- ☒ Yes
- ☐ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

---

## Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ☒ Yes
- ☐ No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ☒ Yes
- ☐ No
- ☐ N/A

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- ☒ Yes
- ☐ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- ☒ Yes
- ☐ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- ☒ Yes
- ☐ No

## K-3 Assurances

(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- ☐ Yes
- ☐ No
- ☒ **N/A**

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- ☐ Yes
- ☐ No
- ☒ **N/A**

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- ☐ Yes
- ☐ No
- ☒ **N/A**

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- ☐ Yes
- ☐ No
- ☒ **N/A**

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- ☐ Yes
- ☐ No
- ☒ **N/A**

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- ☐ Yes
- ☐ No
- ☒ **N/A**

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- ☐ Yes
- ☐ No
- ☒ **N/A**

8. A continuous improvement process is in place for the K-3 program.

- ☐ Yes
- ☐ No
- ☒ **N/A**

ATTACHMENT SUMMARY

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