

2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 10/01/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Responses from the 2017 TELL KY Survey were analyzed to identify the processes, practices, and conditions to be addressed for improvement. In response to (Q3.1b), teachers have sufficient access to instructional technology, including computers, printers, software and internet access, only 81.1% of our staff agreed strongly that our school has sufficient . That percentage is much lower than the average of Whitley County Schools and Kentucky Middle Schools. Our school has taken many steps to improve technology. First of all, each student has a chrome book that he/she gets to use throughout the school day. Each of our teachers and administrators have been trained through professional development sessions using google classroom. Next, our school is capable of scan email from the copiers and computers. Each of our classrooms have interactive projectors for the teachers and students to utilize. Also, the projectors capture images that can be downloaded and post to google classroom for the students to access. Parents/guardians support teachers, contributing to their success with students (Q4.1f) is 81.1% and is one of our lowest areas according to our staff. Having parents participate as stakeholders is a vital characteristic of successful schools, so continuing to increase parental and community involvement is a process that will be addressed for improvement. Increased awareness of SBDM elections and meetings, Parent Teacher Connection activities, and family involvement activities will be promoted to increase participation. Our school has an excellent Youth Service Center (YSC) that actively works with our students and their families to assist and involve them. We have grandparent workshops that is consistently growing to help the nontraditional parents meet the needs of middle school students. Also, several activities throughout the school year are held to get parents actively involved.

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Part II:

2. How will the school engage a variety of stakeholders 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.

How will the school engage a variety of stakeholders 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. We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education for the district parent involvement program called PAVE--Parents as Volunteer Educators. Parents of participating students are provided with opportunities for full and on-going participation, including opportunities to suggest modifications, based on changing needs of parents, students, and the school. It is an established and successful volunteer program organized and maintained by the Title I School/Home/Community Liaisons. Cooperation among parents and teachers encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Once parents complete the prescribed process they attend a district led workshop to learn about their legal obligations and expected roles and responsibilities. These workshops are scheduled at various elementary schools within the district both during the day and evenings. We take action to promote parental involvement in the development of the CSIP through the SBDM Council. Through the leadership of our council, parent members serve as liaisons to the community keeping them informed of opportunities and encourage them to share and express their ideas for improvement throughout the year as our plan is monitored. The school's process of selecting parent and teacher members adheres to KRS 160.345. The President of our parent-teacher organization (PTO), calls a meeting of the organization for the purpose of selecting members to the council. Parent members are selected by secret ballot and the officers of the PTO facilitate the meeting. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots and parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County Middle School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. A letter is sent home explaining these qualifications, the timeline and process details, along with a nomination form. Elected parents receive training from KDE explaining their roles and responsibilities. Council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their awareness of opportunities to be a meaningful contributor to the process. Council members are encouraged to be accessible to the parent body they serve and to conduct surveys, both formal and informal, to garner a greater degree of parent participation. As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in its efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

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

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district-mandated assessments biannually. Adjustments are made to the CSIP as needed to address the needs of our students. In addition, the SBDM council welcomes input from non-council members. Those who are in attendance have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the

council. Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. Presently, SBDM council meets on the first Monday of each month at 3:30 PM. Regular meetings may be cancelled by the chairperson with the approval from a majority of the council. Each regular and special council meeting operates by an agenda. An agenda item under public comment is open for those interested in addressing the council. Our PTO organization is another way we provide opportunities for the parents to be involved in their children's education. Regular meetings provide parents opportunities to share ideas on how to make students' school experience more enjoyable and successful. Teachers, PTO, and S.B.D.M. Council members exchange information to help expand the coverage of community partners, which increases participation opportunities. We also have a family resource center within our school that communicates with parents, conducting home visits, encouraging them to use available parent resources, and working with them to improve parenting skills. We invite parents to participate in committees to improve the school. We send home monthly newsletters/calendars of events to inform parents of school events and we inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, email, phone calls, one call system, remind app, newspapers, radio announcements, and the marquee sign at the entrance to our campus. The Youth Service Center (YSC) host multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends. Home visits and phone calls are typical means of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which address numerous topics about what is taking place in the school. The Advisory Council is made up of YSC staff, school staff, parents, students, local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the YSC and their partners, along with a number of parents that attend.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: School Safety Report

Phase Two: School Safety Report

Whitley County Middle School

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351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

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

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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

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

If the answer is "no," please explain below.

Yes

ATTACHMENTS

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

If the answer is "no," please explain below.

Yes

ATTACHMENTS

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

If the answer is "no," please explain below.

Yes

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5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes. 6/8/18

ATTACHMENTS

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

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes. 8/24/18

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7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

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2018-2019 Phase Two: School Assurances

Phase Two: School Assurances

Whitley County Middle School

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351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS**ATTACHMENTS**

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

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

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

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Whitley County Middle School

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

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Phase Two: The Needs Assessment for Schools

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. Our administration meets with PLC teams weekly and with area teams bi-weekly to disaggregate data and examine student progress. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Recent assessment results and the school report card were the main sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. We also review and disaggregate recent assessment results, MAP scores, and the school report card.

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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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 32.25% of non-duplicated gap students scored distinguished on KPREP reading compared to the state average of 22.55% -42.95% of non-duplicated gap students scored proficient on KPREP reading compared to the state average of 37.7% -We saw a 7.6% increase among non-duplicated gap students in Reading from 2017 to 2018 -41.15% of non-duplicated gap students scored proficient on KPREP math compared to the state average of 34.14% -47% of non-duplicated gap students scored distinguished on KPREP math compared to the state average of 12.65% -13.4 average years of teaching experience compared to 11.9 state average -44.7% of our teachers have a Rank I compared to 28.9% state average

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

-58.7% of students scored proficient/distinguished in math which is slightly lower than district of 64.8% -79% females scored proficient/distinguished in reading compared to 72.4% males -64.9% males scored proficient/distinguished in math compared to 53.8% females

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Trends

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

According to assessment trends, our males have scored higher in math whereas our females have scored higher in writing. Also, we have been slightly lower in areas compared to our district, but higher than the state average in all areas. Writing is still an area of concern for us even though we have made huge gains. Other areas of focus for us is novice reduction in math and reading, to increase the percentage of students scoring proficient/distinguished in on-demand writing, to increase the percentage of students scoring proficient/distinguished in math, and to increase the percentage of students scoring proficient/distinguished in reading.

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

According to assessment trends, our males have scored higher in math whereas our females have scored higher in writing. Also, we have been slightly lower in areas compared to our district except in reading this year, but higher than the state average in all areas. Writing is still an area of concern for us even though we have made huge gains. Other areas of focus for us is novice reduction in math and reading, to increase the percentage of students scoring proficient/distinguished in on-demand writing, to increase the percentage of students scoring proficient/distinguished in math, and to increase the percentage of students scoring proficient/distinguished in reading. Each year our teachers work together by departments to create a syllabus and curriculum map that is aligned to The Kentucky Academic Standards. The curriculum maps are utilized by each teacher drive their instruction. The complete document is displayed in the classroom and consistently used by all staff. Teachers check off the content as it is covered and notes are made to review content as needed. The teachers are divided into a professional learning community (PLC) which involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. These teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members. PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes. We have a bi-weekly meeting as a team that includes each content teacher and administration to focus on student needs. Teachers place students on a Watch List, these watch lists are monitored daily and the students on this list are placed in our 21st Century Program where they get extra instruction in a smaller classroom setting. Also, our special needs department will work together to monitor progress on a weekly basis using Aims Web. They will work to increase the test scores among our special needs population. We will also staff a special needs teacher in the after-school program several days a week to cover tutoring services. All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Reading Series. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Students are leveled in reading classes based on MAP scores. Each student is placed in class based on individual needs. Each teacher focuses of a specific skill throughout the nine weeks. During library time mini lessons on reading strategies have been added to enhance learning and practice skills. Also, students take MAP Assessment to find out what skills they need to focus on. Teachers use the data to drive their instruction and students are placed in classes to meet their needs.

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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%.

-Reading scores increased from 68.1% of students scoring proficient/distinguished to 75.7% in 2017-18. -Math scores increased from 54.8% of students scoring proficient/distinguished to 58.7% in 2017-18. -Writing scores increased from 52% of students scoring proficient/distinguished to 60.4% in 2017-18.

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ATTACHMENT SUMMARY

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2018-2019 Phase Three: Executive Summary for Schools

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Whitley County Middle School

Patrick Conlin
351 Blvd Of Champions
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 553 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School. Whitley County Middle 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. 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 97.7% white, 0.4% black, 0% Asian, 1.1% Hispanic/Latino, and 0.9% 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 are 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. Eighty-two percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is 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. Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our staff is comprised of dedicated educators who collaborate and utilize best practices to ensure student success. We are served by one principal, two assistant principals, one guidance counselor, one librarian, one speech pathologist, 41 certified classroom teachers, one school nurse, two comprehensive care counselors, five instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, two secretaries, five custodians, and seven cafeteria staff. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail. Our full time Family Resource Center coordinator works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide many supportive services our students need. Cumberland River Comprehensive Care provides one full-time counselor and one part-time counselor for on-site services, during the school day and in the summer. Whitley County Middle School takes pride in offering a challenging curriculum and students have the opportunity to excel with a curriculum which includes honors classes. WCMS

believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the 21st Century Program which allows our students a hands-on approach to improve achievement and become college and career ready. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future. Through these programs, we are fortunate to offer tutoring services during and after school. Also, several enrichment activities are offered through our 21st Century Program such as Outdoor Club, Archery, Robotics, Art, and Drama. Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a distinguished, progressing district. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult 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 new for the area and a shift in cultural ideal as well as the climate must embody the importance of being successful adults. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have leveled our students in reading and math to focus on the skills that they need to meet individual needs. Most importantly, we have utilized 21st Century Programs to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students. We are very fortunate to be able to offer successful activities and programs to our students. Our Striving Readers Grant has allowed us to implement several resources to our school. Some of the activities that we have the opportunity to offer consists of: iReady reading, KY Literacy Intervention Project, Literacy Design Collaboration, Wordly Wise, and Scholastic Magazine. Our teachers are excited and implementing each of these resources. In Science and Social Studies, the Scholastic Magazine has had many articles to help our students build knowledge and skills through exciting content.

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.

The vision of Whitley County Middle School is to provide our students with the opportunities and expectations to achieve academic excellence. We offer our students numerous extracurricular opportunities including 21st Century Learning Programs. Our curriculum is aligned with state standards and offers a variety of strategies to enhance student achievements, while developing them into 21st century learners. It is our goal for all students to be successful and reach their academic goals and full potential. We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our 21st Century Program, we offer Art Club, Cooking Club, Band, Book Club, Photography, Gardening, Beta, World Language, Dance, Archery, Engineering, Performing Arts, Gaming, and Tutorial Services. As we provide educational opportunities, students will be able to learn regardless of learning style. Our goal is to reach all learners and prepare them for high school and their future endeavors.

ATTACHMENTS

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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.

Currently we have the status of a Distinguished Middle School for Unbridled Learning: College and Career Readiness for All. According to our district's administration data analysis: "Our strengths related to student learning at the middle school level are in the area of social studies, math, and reading. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies 83.5, reading 75.7, math 59.4, and writing 61.3. To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth. Whitley County Middle School has many accomplishments for the past three years. In the 2015-16 school year, WCMS overall score did improve to 70.4. Our notable areas of improvement included writing on-demand. In 2016-17, we made huge gains and improved our scores to an overall score of 75. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state. Whitley County Middle School will make necessary adaptations to improvement areas throughout the school year. In order to increase student achievement and ensure that all of our students acquire essential skills necessary to function as productive citizens, Whitley County Middle School will implement successful programs and use a variety of teaching strategies. We are proud of our school and how our school has progressed. Whitley County Middle School has made necessary changes and have earned the title, "Other Category" with a reading score of 75.7 for the 2017-18 school year. Teachers at WCMS assess their students within each content specific area using a common assessment and MAP, Measures of Academic Progress, thus providing a standard based analysis of student performance. The MAP results give a breakdown of student weaknesses to allow teachers to address those needs. This data will drive our instructional practice and focus on individual needs. WCMS teachers meet bi-monthly within his/her specific teams to analyze assessment data, review student performance and progress, and address concerns or issues within the individual team's student body. Students that have misconducts for missing assignments and other misbehaviors will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete missing assignments and work on the Carnegie Math Program. WCMS science teachers will be working alongside the districts 6th grade teachers and the high school teachers to align the science curriculum. This will enabled our students to get specific content that will be aligned throughout each grade level and better prepare them for the ACT that will be taken at the high school level. Science teachers have also included several charts and graphs into their curriculum. Also, Scholastic Magazine is being utilized by our 7th grade Science Department. Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. The students placed on the Above and Beyond List are recognized by administration. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Intervention Math. We have 21st Century after school to help students with math. Students also have the opportunity to participate in the Robotics Club to advance their

STEM skills. All students at WCMS participate in research based reading instruction and we have been fortunate to get the Striving Reader Grant. This Reading Grant gives us many resources to help our students become better readers and better writers. The KY Literacy Intervention Project equips administrators with tools needed to address primary issues as they relate to reading. Whitley County Middle School has two representatives that are going to meetings and have eight virtual trainings with the Literacy Design Collaborative to build modules of good quality that address reading, writing, and content standards. Through this grant, we are using Wordly Wise in each of our reading classes and our language arts classes. Wordly Wise has rigorous vocabulary that are challenging our students. Other reading programs include Corrective Reading, Reading Coach, and Jamestown Series. Also, WCMS, is using MAP (Measure Academic Achievement) results to target specific student needs. Teachers design their lessons to meet specific needs identified from this test. Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released KPREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's. In addition, we offer other instructional including opportunities through Study Island, Cognitive Tutor, Homework Help, Tutoring, and 21st Century. Whitley County Middle School utilizes technology on a school-wide basis with six computer labs along with laptop and I-pad sets with wireless capabilities for student use. All of our classrooms have Smart boards with projectors and workstations with internet access. Document cameras are in each math room and special education classrooms. MAP testing is completed three times a school year to determine student growth and student needs for each student. Study Island is also used to reinforce learning and technology-enhanced item types to promote higher-order thinking and inquiry. It provides practice, review, and reinforcement of the Kentucky state standards.

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Additional Information

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

Whitley County Middle School strives to provide the students of Whitley County with a distinguished educational environment to enhance student learning and growth. Our teachers, staff, and educational opportunities provide our students with the foundation needed to become successful 21st century learners. Our school has a small group of teachers, across disciplines, who act as advisors to team teach our students. Our students are taught to solve and interpret, rather than memorize facts. We encourage our students to explore new areas and pursue interests. Our Data Room Meetings have had a tremendous impact on the overall school climate and culture allowing teachers to focus on the individual needs of their students. The teachers also have an opportunity to discuss with team members best practices and share professional ideas with one another to help with instructional delivery. Weekly PLC meetings allow the teachers to have some of the same discussions with other department area teachers as well. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand allowing us to receive bonus points on the school report card for many areas. Novice rates in each of those areas were well below state average as well. Our academic team has won district for two consecutive years. We had 100% participation by our faculty on the TELL Survey. Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs, and 21st Century Program which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. This program provides a guarantee of financial aid to low-income students. The program is used in middle school

to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

Whitley County Middle School

Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools 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)
 Comprehensive Improvement Plan	WCMS CIP	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the 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.

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Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the average combined reading and math percentage of proficient/distinguished students from 67.5% in 2018 to 75% by 2021.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		Strategy/Activity	Timeline	Person Responsible	Funding Source
		1A	8/18—5/19	Teachers & SBDM Council	No funding required
		1B	8/18—5/19	Teachers	No funding required
		2A	8/18—5/19	Teachers	No funding required
		2B	8/18—5/19	Teachers	No funding required
		3A	8/18—5/19	Teachers and Principal	21 st CCLC funds
		3B	8/18—5/19	Teachers	Instructional & 21 st CCLC funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the combined reading and math percentage of proficient/distinguished students from 67.55% to 70.3% in 2019.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curriculum gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2018—5/2019 PLC and SBDM Minutes	\$0 – No Funding Required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2018—5/2019 Data Notebooks and PLC Minutes	\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		goals. Instruction will be driven by student needs, as evidenced by student data.			
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curriculum maps and instructional materials are aligned with common core standards.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2018—8/2019 PD Logs, Teachers’ Meeting Agendas, and PLC Minutes	\$0 – No Funding Required
		B. Teachers will emphasize to students the importance of applying mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, Common Assessments, and K-Prep	8/2018—5/2019 Lesson Plans and Formal/Informal Observations	
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2018—5/2019 21 st CCLC Program offerings and attendance	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		B. Teachers will use Study Island, IXL Math and Language, Google Classroom, iReady, Wordly Wise, Read Theory, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and to provide more individualized instruction to all students.	Summative assessment measures, such as MAP, Common Assessments, K-Prep, and attendance in 21 st CCLC	8/2018—5/2019 Lesson Plans and Formal/Informal Observations	iReady-10,835 Wordly Wise-1,800

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 31.6% in 2018 to 45%; in social studies from 83.5% to 90%; and in writing from 61.3% to 69.3% by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science to 36.06%; in social studies to 85.6%; and in writing to 64.3% by 2019.	1. Review, Analyze and Apply Data	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2018—5/2021 Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Students will complete several labs and assessments throughout the school year in science and social studies. Also scrimmages conducted throughout the school year where students are asked to complete each subject with a writing assignment included.	Student growth, Common Assessment Data, Scrimmage results	On-going Progress monitoring data	\$0 – No Funding Required
		C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2018—5/2021 PLC minutes and Progress monitoring data	Title I funding
	2. Design, Align and Deliver Support	A. Title I and Special Education instructors will collaborate with	Growth in student data as provided by MAP,	On-going	Title I funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	AIMS Web Plus, Common Assessments, classroom data, and K-Prep	Student data notebooks and teacher schedules	
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 st CCLC staff will collaborate with classroom teachers, RTI, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		high levels.			
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$0 – No Funding Required

3: Gap

Goal 3: Increase the average combined reading and math proficiency rates for all students in the Gap Group (free-reduced) from 63.95% in 2018 to 70% by 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the average combined reading and math proficiency rates for all students in the Gap Group (free-reduced) from 63.95% in 2018 to 65.96% by 2021.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in PinPoint Math or Intervention Reading, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and Common assessments	9/2018—5/2021 Progress Reports for students receiving services	\$0 – No Funding Required
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention.	Student growth, as evidenced by MAP & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	\$0 – No Funding Required
	2. Design, Align and Deliver Support	C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2018—5/2021 PLC minutes and Progress monitoring data	Title I funding
		A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-	On-going Student data notebooks and teacher schedules	Title I funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		collaboration. Intervention services will be provided.	Prep		
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 st CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 st Century Grant
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students	Student achievement and growth, as evidenced by	On-going	\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.	MAP and K-Prep; data from Tell KY Survey	Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	

4: Graduation rate

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 11.7 in 2018 to 16.7 by 2021.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/ Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/18-5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>1B</td><td>8/18-5/19</td><td>Teachers</td><td>MIT/RTA grants</td></tr><tr><td>1C</td><td>8/18-5/19</td><td>Teachers & Principal</td><td>Instructional & 21st CCLC</td></tr><tr><td>2A</td><td>8/18-5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2B</td><td>8/18-5/19</td><td>Teachers</td><td>21st CCLC</td></tr><tr><td>2C</td><td>8/18-5/19</td><td>Teachers</td><td>No funding required</td></tr><tr><td>3A</td><td>8/18-5/19</td><td>Teachers & Principal</td><td>No funding required</td></tr></table>	Strategy/ Activity	Timeline	Person Responsible	Funding Source	1A	8/18-5/19	Teachers	No funding required	1B	8/18-5/19	Teachers	MIT/RTA grants	1C	8/18-5/19	Teachers & Principal	Instructional & 21 st CCLC	2A	8/18-5/19	Teachers	No funding required	2B	8/18-5/19	Teachers	21 st CCLC	2C	8/18-5/19	Teachers	No funding required	3A	8/18-5/19	Teachers & Principal	No funding required
Strategy/ Activity	Timeline	Person Responsible	Funding Source																															
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2A	8/18-5/19	Teachers	No funding required																															
2B	8/18-5/19	Teachers	21 st CCLC																															
2C	8/18-5/19	Teachers	No funding required																															
3A	8/18-5/19	Teachers & Principal	No funding required																															

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 11.7 in 2018 to 13.36 in 2019.	1. Design, Align, and Deliver	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks	\$1,500 – General Fund; \$1,500 – 21 st Century Grant
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will work with the Striving Readers Grant to implement specific programs and resources such as iReady and Wordly Wise to enhance	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks	iReady-10,835 Wordly Wise-1,800

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		student learning. Teachers will collaborate with RTA, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.			
	2. Review, Analyze and Apply Data	C. Teachers will use IXL, Study Island, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, or extended learning through the 21 st CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		C. 21 st CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2018 –May 2019 KPREP scores, MAP scores, and Data Notebooks December 2018-May 2019	\$1,000 – General Fund \$1,000 – 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		performing at all levels. MAP, and K-Prep data will be used to identify instructional needs.	Scrimmage Test Results	Scrimmage test data and PLC Minutes	
	3. Design and Deliver Assessment Literacy	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed	Scrimmage Test Results	December 2018-May 2019 Scrimmage test data and PLC Minutes	

6: Transition Readiness

Goal 6: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 83.7 in 2018 to 90 in 2021.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 83.7 in 2018 to 85.8 in 2021.	1. Design and Deliver Instruction	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2018—5/2021 Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Teachers in all grade levels will use IXL and Study Island to extend practice in Language Mechanics and Writing, to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/18-5/21 Data notebooks, IXL reports, and Scrimmage Test results	\$0 – No Funding Required
		C. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/18-5/21 Data notebooks and Scrimmage Test results	\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and to maximize instructional effectiveness.			
	2. Design, Align and Deliver Support	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/18-5/21 Scrimmage Test results and PLC Minutes	\$0 – No Funding Required
		B. Students will track their progress in writing and in grammar mechanics, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. These strategies will increase student engagement, self-awareness, and motivation. MAP scores will be analyzed and students will be placed in Pin Point and Intervention Reading to meet their individual needs.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/18-5/21 Data notebooks	\$0 – No Funding Required
	3. Design and Implement Career Goals	A. Students take College and Career Readiness. This class is aligned with state standards for career readiness.	Each student must complete an Individual Learning Plan	8/18-5/19	\$0 – No Funding Required
		B. All students participate in the Reality Fair.	Students must complete pre and post assessment.	8/18-5/19	\$0 – No Funding Required

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

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.

Using the School Report Card, we analyzed trends in performance for all the groups identified as gap populations in our school, including: Students with Disabilities and Students Eligible for Free/Reduced Meals. The Achievement Gap Group spreadsheet is attached. See attached (Gap Group Spreadsheet)

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.

The school climate at Whitley County Middle School is cordial, inviting, and supportive. When you walk onto our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members treat students fairly and with respect. Parents feel welcome and valued as they enter our school. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision. We accept the responsibility of ensuring that all students, regardless of gender, race, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. The quality of instruction is high, and our educators' attitudes are positive and emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. 78% of the student population is eligible for free/ reduced meals, and 23% of the student population receives special education services. Because the gap group makes up 78% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley County Middle makes it their top priority to meet the needs of all students.

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.

We have successfully closed the gaps in the areas of reading and math, and achievement differences between non-gap and gap populations for those subject areas. We are aware of the necessity to continue the strategies and activities presently in use, as outlined in the CSIP, to meet the needs of all students, as the barriers that often lead to student failure continue to be present in our school and community.

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

In the area of Reading, Students Eligible for Free/Reduced Meals increased from the 2016-2017 school year score of 63.8 to the 2017-18 year score of 71.8. In the area of Math, Students with Disabilities increased from the 2016-17 year score of 78.5 to the 2017-18 year score of 79.6. We had a gain in math of 1.1 with our Students with Disabilities and met the delivery target in the 2017-18 school year. Also, in math Students Eligible for Free/Reduced Meals had an impressive 81 which is 4.2 increase from the 2016-17 school year. In the area of Social Studies, Students Eligible for Free/Reduced Meals Students with Disabilities improved to 79.6 in 2017-18 from 70.4 in 2016-17 school year. In the area of Writing for the 2017-18 school year, Students Eligible for Free/Reduced Meals exceeded the 2016-17 school year from 47.3 to 49.7, and Students with Disabilities increased from 36.7 in 2016-17 to 47.3 in 2017-18.

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 analysis of the gap data, all gap groups have made positive progress in all content areas for the 2017-18 school year. The 2016-17 school year results indicated a failure to meet delivery targets in the areas of Math and Writing. All gap groups have made positive progress in all content areas for the 2017-18 school year. The 2016-17 score reflected a regression from the original baseline score 2013-14 year to the 2015-16 year. The overall gap group indicates an increase in the score from the baseline score from 2016-17 school year. Although the present scores show progress, with both gap students and non-gap students meeting delivery targets, this is an area to which we will continue to monitor closely.

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

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development will be based on individual teacher needs as evidenced by TPGES Evaluations, teacher's self-reflections, and professional growth plans. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services such as stem and robotics. Administration and faculty will continue to analyze MAP assessments to ensure each child is getting individual needs met. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. School staff will continue to analyze data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. The District Curriculum Team will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team teaching opportunities to special education classes during pull-out sessions.

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.

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect attendance and a dance for our 8th grade students. Students with poor attendance are also put into our Truancy Diversion Plan where the judge comes to our school to talk to each of them along with administration and our DPP. Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Students that are below grade level have an extra class in reading or math to help those students reach their grade level. After each of the nine week classes, we analyze test scores to determine if students need to move to a different class to focus on individual needs. We will continue these interventions and continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century grant.

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.

Our school has a unique process designed to involve teachers, leaders, and other stakeholders in the development and revision of the CSIP as well as to monitor its progress in meeting our goal of closing the achievement gap. First, data disaggregation and analysis is a continuous process which takes place throughout the school year. Teachers meet in PLC groups by grade levels on a weekly basis, and much of their time is spent analyzing student progress using formative and summative measures. Teachers also meet with their peers in other grade levels and specialty areas to ensure curriculum alignment, promote continuity of progress for students, and analyze and remedy curricular and/or instructional gaps. Administration and teacher-leaders, and district level instructional specialists participate in these meetings. In addition to weekly PLCs, teachers, leaders, and other stakeholders participate in disaggregation of data from MAP, as well as when KPREP assessment results are received. The findings from these strategic meetings are used to plan curriculum and instruction, place students, plan professional development, design programs such as 21st CCLC offerings to address student needs, and formulate goals, strategies, and activities outlined in the CSIP. The results of this collaboration are also reported to parents and other stakeholders, such as the SBDM. The ultimate goal of our SBDM Council is to enhance student achievement by developing policies that contribute either directly or indirectly to accomplishing our mission of improving teaching and learning at our school, which will in turn improve student achievement and success. The CSIP provides a focus for the school community in its combined efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the processes adhere to the school's Committee By-laws as described in the CSIP's Executive Summary. Committees are to be responsible for the following:

- Reviewing and analyzing assessment data when it becomes available, identifying needs and causes, and recommending changes in programs and strategies when needed
- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment
- Developing and revising the CSIP, including identifying funding sources and professional development needs
- Reporting twice per year on the progress of implementation of the plan to the SBDM Council through the implementation and impact checks
- The CSIP is then sent to the district office for suggestions and approval.
- Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

III. Planning the Work

Gap Goals

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

Increase Proficient/Distinguished in Math for Students with Disabilities by 5% for the 2018-19 school year.

ATTACHMENTS

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

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 Attached (Measurable Gap Goal)

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)
 Gap Group	Students Eligible for Free/Reduced Meals Students with IEP	I
 Measurable Gap Goal	Goal and strategy	III

Gap Group/Total number of students	Percentage of Total School Population
Students Eligible for Free/Reduced Meals 432	78%
Students with IEP (Disabilities) 129	23%

20018-2019 Phase Three: Title I Annual Review

Phase Three: Title I Annual Review

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 12/20/2018

Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Identifying our schools needs was effective last year. The subjects targeted showed growth in each area. The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. We use several sources of data to determine our needs such as K-PREP scores, MAP assessments, and common assessments. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets from 2017-2020. Recent assessment results and the school report card were the main sources of data. Our improvement goals will focus on the following areas: 1. novice reduction in math and reading 2. increasing the percentage of students scoring proficient/distinguished in on-demand writing 3. increasing the percentage of students scoring proficient/distinguished in math 4. increasing the percentage of students scoring proficient/distinguished in reading Student Performance Levels: 75.2% scored P/D in Reading with 7.25% Novice 58.7% scored P/D in Math with 7.8% Novice 60.4% scored P/D in Writing with 3.8% Novice Disaggregated performance data reveals: In reading our schools were close by grade levels. Seventh grade scored 75.7% P/D with 6.6% Novice and eighth grade scored 75.2% P/D with 7.25% Novice. In math, seventh and eighth grade was very close also with 57.7% scoring P/D in 7th grade and 58.7% scoring P/D in 8th grade. We offer our students data driven instruction in reading through programs including Corrective Reading, Reading Coach, Study Island, Reading Works, and Jamestown Series with an Intervention Teacher. This year we have the Striving Readers Grant which includes IReady, KY Literacy Intervention Project, Scholastic Magazine, Literacy Design Collaborative, Wordly Wise to offer our students to enhance instruction. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to intervention remedial instruction. Title 1 funds accommodates our needs for Intervention classes and an intervention teacher. WCMS is proud to provide students the opportunity to participate in after-school enrichment activities which include 21st Century that is focused on getting our students college and career ready. We use MAP scores to analyze student growth throughout the school year and we have huge gains with students that are enrolled in Intervention Reading and Intervention Math.

ATTACHMENTS

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

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The schoolwide plan was implemented with several goals for the academic school year. Our goal is to increase the average combined reading and math K-PREP scores for middle school students from 66.95% to 74.3% in 2020. The middle school uses MAP scores to measure student academic progress for each grade level and subject area. Math and Reading reports are analyzed to determine placement in instructional programs. Teachers, principals, and intervention teachers will review students' test scores to determine initial placement in instructional programs. The selected students will take an intervention math or intervention reading class based on their individual needs in order to increase their academic growth. Students that fall below grade level in math or reading receive an extra math or reading class to give them extra assistance and try to raise their academic progress. Whitley County Middle School has an Intervention Reading Teacher and a Intervention Math Teacher to teach these classes through Title 1 funding. SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students. Students that are taking these classes have shown growth and an increase in achievement on the MAP test. A variety of strategies have been implemented to increase student achievement. Data Rooms have been set up to monitor student progress bi-weekly. Teachers meet with an administrator bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers then decide if students need to be placed on the watch list based on those discussions. Administrators meet with the students on the watch lists and encourage them to attend tutoring services offered through our 21st Century. Students that attend tutoring show improvement in grades throughout the semester and significant growth on MAP testing throughout the school year. All teachers participate in weekly grade level PLCs. Teachers document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms. Each department works together to develop common assessments that require students to use content knowledge. Teachers then meet to discuss student progress on these assessments and they discuss strategies to help student achievement.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Family engagement activities are supported by Title I funds in so far as the personnel made possible by said funds are instrumental in providing those activities. For example, the school hosts spotlight on students to increase parent involvement in the learning process. This encourages parents and students to become lifelong learners. The school attracts families and students by celebrating student success. The FRC staff and Title I staff help with all activities. Staff assists in providing Open-House and Parent-Teacher Conference opportunities. All 21st CCLC staff is made up of regular daytime and Title I staff, and they facilitate parent activities in conjunction with and as a part of the after-school program. Activities are designed to help parents be active participants in their child's education as well as to assist them in providing stable social, emotional, and physically safe environments for themselves and their children. One of the goals of our school has been to increase family involvement in their children's education through these activities and programs, and attendance is gradually increasing. Another way WCMS encourages family engagement is through the PAVE program. Parents As Volunteer Educators is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Also, our FRC host grandparent workshops to support school and community involvement. School staff works to ensure trusting relationships with parents from the moment students are enrolled. Staff members meet with parents to establish a connection from the beginning at open house. Parents and teachers exchange e-mail addresses to encourage continuous and meaningful communication about their student's academic goals and progress. Parents enrolling new students always meet and speak with the principal and guidance counselor. Parents and guardians are always welcome and treated respectfully; they are invited to participate in a variety of events, activities, and roles in the school such as: open house, parent teacher conferences, spotlight on students, cultural fair, choir programs, field trips, extra-curricular events, etc. These events are hosted regularly, and all parents are encouraged to attend and participate. Communication between home and school is a priority in establishing and maintaining a partnership with parents. Multiple tools are used to enhance two-way communications are used to communicate academic goals, class work, homework, grades, social and behavioral expectations and progress, assessment data, etc. Administration and our school board use a one-call system to send messages to all guardians. Teachers use e-mail and classroom phones to communicate with parents. Parents are also provided a parent portal password that allows them to check their child's grades. Many teachers also use the Remind app to communicate on a daily basis for parents who prefer this mode of communication. All parents are provided opportunities, in

addition to an open house and any two spotlight nights, to meet with staff to discuss student academic progress as well as to address any other questions or concerns from all parties involved in their child's educational program.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the **section** it supports.*

Next year, we have discussed changes for parent and family engagement. We are planning more Family Math and Reading Nights to encourage more family involvement. Also during our open house, we are going to have teachers in classrooms to present our Carnegie Program and how the students will be utilizing it. Our attendance clerk will sign parents up and explain how to monitor their student's progress through Infinite Campus on the parent portal. Also, we have planned a sixth grade orientation day before school starts. This will give parents and students the opportunity to tour our school, meet teachers, and become familiar with various resources offered at the middle school.

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

First, we identified students requiring additional instructional support in order to be successful. We used a universal screener to help identify students scoring below grade level in math and reading. Teachers provided intervention strategies that are research-based and matched to individual student needs then outcomes were measured periodically to determine effectiveness and ensure student growth. When students' instructional support needs are determined to be more extensive than what a classroom teacher can implement alone then interventions are made. Interventions may include low teacher-student ratio instruction, pull-out services, alternate curriculum resources, or an intervention teacher. Progress is monitored weekly, and plans are updated after a period of six to twelve weeks to ensure student growth goals are being met. MAP assessments are used which is a nationally normed assessments allow us to not only identify students who may be struggling in reading or math, but to also assess and align our curricular methods to ensure that we are meeting all of our students' needs. Teachers and the principal carefully student assessment results to inform instructional and curricular decisions. Another initiative was supported by the 21st Century summer learning program by providing access to literacy resources and instruction year round. Students are grouped in ability-level groups in which instruction is focused on targeting individual strengths and weaknesses as identified by formative and summative assessment measures. Instructional strategies and student progress were shared with classroom teachers to create continuity in instructional practices and eliminate instructional gaps. To erase the math gap, teachers, the principal, the math intervention teacher (MIT), and the Title 1 Math Interventionist reviewed students' norm-referenced scores to determine initial placement. These students are placed in Intervention Math and the students work in small ability groups on skills specifically designed to target their weaknesses. These students also have an extra math class at their grade level with a low teacher-student ratio. We have made closing the achievement gap a school-wide responsibility. All staff members participate in weekly Professional Learning Committee (PLC) meetings to use formative and summative assessment measures and other research on students' performance to inform instruction, identify strategies and resources to increase student success, and engage in ongoing professional development. Instructional leaders attend highly-effective and research-based professional development sessions, including the Literacy Design Collaborative and the Math Design Collaborative, and then share the strategies with their peers in PLCs and other modes of professional development. We have set high expectations for all students and provide a rigorous, deep curriculum that is aligned to Common Core standards to ensure that all of our students are prepared for a continuing education.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The funding allocated for Title I teachers and resources are vital to the success of the students at Whitley County Middle School. These teachers and resources allow students to benefit from more small group instruction and valuable instructional materials they would not have without Title I funding. Teachers work together to develop and use varied, effective strategies to instruct diverse learners, and they collaborate to find solutions to address individual student weaknesses and setbacks. Teachers and the principal communicate high expectations to students, parents, and the community, and they work diligently to keep parents informed and involved in their students' academic growth. Instructional time is safeguarded so that student learning is maximized. School staff, students, parents, community members, and district personnel have worked together to provide a safe, orderly learning environment for all students. This environment entirely focused on the business of learning has imparted the idea that our school takes learning very seriously and has made being a productive member of the school team a priority for all students. In addition to addressing academic needs, we implemented strategies to address students' social, emotional, and physical needs as well. By establishing a partnership with Comprehensive Care and providing on-site and off-site counseling services, we were able to meet the needs of students experiencing temporary and on-going mental health issues. Teachers are able to make referrals for counseling services for students whose learning is impaired by these issues. We also established a partnership with our local health department to provide an on-site health expert able to remedy minor health issues and provide referrals for more serious needs. Our staff worked with these and other professionals to develop 504 Plans for students in need of accommodations to overcome barriers resulting from social, emotional, or physical concerns. Our Family Resource Center (FRC) also worked with these partners as well as with other community organizations, to meet the needs of students and their families. In addition to providing funding and material resources to meet basic needs, the FRC offered parenting courses, adult education, health and fitness awareness, and other classes designed to enhance the over-all quality of life for our students and their families. A final strategy we used to close the achievement gap was our use of digital learning. By integrating digital content into the curriculum, students are more engaged and therefore more motivated to attend to instruction. Each student has a Chrome Book that they get each morning to use in each class. Teachers have participated in professional development designed to help them use electronic resources to align with standards in all content areas, to collect data to assess the effectiveness of the digital content and delivery, and to make adjustments accordingly. WCMS uses smart board technology, smart response system clickers, Chrome Books, and iPads have increased student participation and maximized instructional time. Current assessment data indicates the strategies and activities we are currently using are highly effective.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Our school will coordinate to integrate programs and funds available to implement the Title I School wide program. We offer support to students through activities and intervention teachers such as Title I Reading and Title I Math teachers. Interventions and programs will continue as currently implemented. However, more emphasis will be placed on science integration with more funds being spent on supplemental materials aligned to New Generation Science Standards and Common Core.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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