2019-20 Phase Three: Executive Summary for Districts

Whitley County
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2019-20 Phase Three: Executive Summary for Districts

Description of the District

Describe the district'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 district serves?

Located in the Cumberland Mountains in southeastern Kentucky, the county has a total of 438 square miles. It is located at least 100 miles from the economic and cultural advantages found in larger cities. The demographic make up of our area has not changed noticeably over the past five years and includes: 96.9% white, 0.9% black, 0.3% Indian, .5% Asian, 1.3% Hispanic/Latino, and 1.3% are identified as two races or more. The county has a population of approximately 36,242 people. According to the U.S. Census Bureau, 26.5% of the population live below the poverty level. The largest percentage of the population is under the age of 18. This high percentage indicates the important role the Whitley County School District plays within our community. According to the Bureau of Labor Statistics, the October 2019 unemployment rate was 4.4%. Whitley County's median household income is $34,103, far below the state average of $46,535. Seventy nine percent of the county's population are high school graduates or higher. According to the 2018 - 2019 Qualifying Data Report, 100.0% of Whitley County students receive free or reduced lunch. These cultural and economic deprivations are learning barriers our school district must work to overcome. The Whitley County School District, established in 1818, serves students from preschool through grade 12. The schools include one primary, one intermediate, five elementary, one middle, one high, one alternative, and one virtual school. Our district also houses an Adult Education Center that provides service to community members including parents of our students. Our district has contracted with Comp Care so that counselors can be housed within certain schools that service students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. The schools serve the students as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper, bringing the latest technology, resources, and facilities to our community. Opportunities for post-secondary education are varied, with several universities in the vicinity: University of the Cumberlands, Union College, Eastern Kentucky University - Corbin Campus, and Somerset Community College's Laurel County Campus are all within a 25-mile radius. The Whitley County School District has a 2018 - 2019 enrollment of 3976 students with 51.48% males and 48.51% females attending K - 12. 25.9% of the district's population is identified as students with disabilities; 13.58% of our students are identified as Gifted and Talented. We have a small population (0.4%) of English Language Learners. We have 284 full time teachers. The average teaching experience is 13.7 years. We also have 2.1% of our teachers who are Nationally Board Certified Teachers. Our district logged 8458 parent/community volunteer hours in the 2018-2019 school year. The Whitley County School System employees three full time School Resource Officers. All Whitley County schools are compliant with school safety guidelines, having double door access with inner door locks under control at all times. Students are supervised at all times and no student may be picked up at any time by anyone who is not authorized by a parent or guardian; this person must show identification at each pick-up event, even the parent/guardian. All classrooms, gyms, and labs have telephone access. One hundred percent of parents receive the district discipline code. A guard shack with a bar/arm is located at the entrance to the main campus during regular extended school hours. Anyone entering the main campus must stop at the guard shack and register their

name and purpose for the visit. The guard will radio ahead to the school so they are aware that they will be getting a visitor.

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

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary to function as productive citizens in the community. The Whitley County School District Leadership and Instructional Team provides a systemic instructional process which includes: coordinating and providing resources for school Response to Intervention teams to address academic needs for students; continuing to provide research-based resources for reading, math, science, and writing; maintaining a system of progress monitoring as evidenced by tools such as progress monitor data, lesson plans, walk through documentation, common assessments, and professional learning communities; building capacity of teachers to utilize the Literacy Design Collaborative (LDC) modules to meet the cognitive demands of the Reading and Writing standards; building capacity of teachers to integrate rigorous, engaging mathematical experiences through the Math Design Collaborative (MDC); building capacity of teachers to implement through course tasks, classroom embedded assessments, and claim-evidence-reasoning instruction to meet the cognitive demands of the Next Generation Science Standards; continuing to provide gifted and talented workshops to elementary students to provide enriching lessons and activities that focus on identified gifted areas; address the barriers that homeless children and youth face in enrolling, attending, and succeeding in school; and continuing to provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, MAP, AIMSweb Plus, and other core programs. Our district offers a variety of academic, vocational, and athletic programs. Academic programs include Reading Recovery, CIM (Comprehensive Intervention Model), Add + Vantage Math Recovery, 21st Century Community Centers, Save the Children Early Steps To Schools Success, GEAR UP Mentoring and Tutoring, College and Career Readiness in math, Honors courses, Advanced Placement courses, Dual Credit courses, and Kentucky College Coach through AmeriCorps. Vocational programs offered through the Corbin Area Technology Center include career pathways focused on automotive technology, electrical technology, emergency management services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways offered on campus. These courses include administrative support, allied health, agriculture power, structural and technical systems, business and marketing education, business multimedia, culinary marketing, web development administration, and engineering. Athletic programs include baseball, basketball, softball, cheerleading, cross country, football, golf, soccer, tennis, track and field, trap and skeet shooting, archery, volleyball, wrestling, and eSports. The Whitley County School District offers a diverse curriculum and provides a variety of programs and services designed to meet the needs of ALL students, regardless of race, color, national origin, sex, age, poverty, and disability. The Whitley County School District's Comprehensive Improvement Plan is data driven and based on results from state assessments, district assessments, universal screeners, common assessments, surveys, etc. Test results are disaggregated into subgroups to highlight celebration points and areas to target for needed assistance and support. The district leadership team analyzes district level data to pinpoint assistance and support improvement efforts in the areas of curriculum, instruction, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title I, Save the Children (including CHANGE, Reading and Literacy, Kindergarten Readiness, and Early Steps to School Success programs), Special Education, Gifted and Talented, Family Resource/Youth Service Centers, alternative education, early childhood programs, adult and community education, and dropout prevention.

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

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

Based on the 2018 - 2019 K-PREP scores, the Whitley County School District had one elementary school that was recognized as a "5 Star School." This school was also recognized as a Top 10 Elementary School in the state in the Separate Academic Indicator for the 2019 K-PREP and also the #1 Elementary School in the SESC for Separate Academic Indicator for the 2019 K-PREP. Furthermore, based on the 2018 - 2019 K-PREP scores, there were six elementary schools and one middle school that were recognized as a "4 Star School." The technology to student ratio is 1 to 1 for all students in grades 7 - 12 and we have a one-to-one initiative in place. All district classrooms are equipped with Interactive boards and projectors. Each school has at least one set, if not more, of laptops/I-pads/Chromebooks for use in the classroom. Our Chief Information Officer is an Apple Certified Support Professional and Apple Certified Technical Coordinator. We have 3 high school students who are currently working in the technology department through the DataSeam Apprenticeship (there are only 4 students in the entire state completing this internship). Whitley County's Director of Pupil Personnel (DPP) serves on the KDPP State Board. This is a KASA affiliate group that represents all DPP and state schools. This board helps set state and district policies pertaining to student services. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Advisory Committee. The board looks at Infinite Campus data and safe schools data that must be reported to the state and also looks at best practices and informs school districts of the best practices. The Whitley County School District received several grants that are assisting our schools with instruction and intervention. The district is in the second year of the Striving Readers Comprehensive Literacy Grant to help provide a literacy rich environment from birth to 12th grade. Six of our elementary schools receive the Read to Achieve (RTA) Grant. We are in the 3rd year of the 4 year grant. This grant is designed to provide reading intervention in small groups, individual, or collaborative setting to students in kindergarten through third grades. Six of our elementary schools receive Math Achievement Fund Grant which provides math intervention strategies in small groups and collaborative settings. Our district has seven full sites, one at each elementary, of Save the Children. These extensive grants have several components: In-School Literacy, After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community Engagement, and Kindergarten Readiness. Six of our schools receive the 21st Century Community Learning Center grants, which provide academic intervention and enrichment activities along with youth development activities. Clubs are offered throughout the school year and also during the summer. Clubs focus on academics,

physical education, and leadership. Educational services and skill building activities are offered to family members of participating students in order to further engage parents in their student's learning and achievement goals. Whitley County High School also received the GEAR UP Grant through Berea College. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students in 11th and 12th grades. The grant will follow this cohort of students through their journey to the their first year of college. The Whitley County School District also received the Preschool Partnership Grant and is targeting reading, math, writing, and science for improvement in achievement, gap, and resources for core instruction and interventions in the targeted areas of improvement. Our district also received the Quality Improvement Grant and the Alumni Quality Improvement Grant which focus on kindergarten readiness. The Whitley County School District also received the KAS Implementation Grant which focuses on the new Kentucky Academic Standards implementation. We also partner with Berea College in the Rural Accelerator Initiative through Partners for Education, Save the Children, Strive Together, and the Annie Casey Foundation which is focusing on kindergarten readiness. The Whitley County School District is also partnering with the Whitley County Sheriff's Office in a school safety grant. The district improvement committees consists of Site Based Decision Making Councils (SBDM), curriculum planning committees, LDC Teacher Leader Cohort, AIMSweb Plus, Review 360, Study Island school leaders, and school professional learning communities. The district provides systemic teacher evaluations for professional growth. Sixth grade transition activities occur as collaboration between our elementary schools and our middle school. Technology continues to be developed and updated to meet the district's teaching and learning needs.

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

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

The Whitley County School District employs four instructional coaches and a technology integration specialist who coordinate educational programs to ensure student and teacher success. These coaches provide support and guidance in continued implementation of the Kentucky Academic Standards. They offer support and job-embedded professional learning through co-teaching, professional learning communities, and professional development sessions. They provide teachers and administrators with instructional needs and interventions as needed. They also coordinate and facilitate reading and math nights, involving parents and community members in academic activities. The district instructional coaches also facilitate the LDC Teacher Leader Network and the Kentucky Literacy Intervention Program that are programs provided by the Striving Readers Comprehensive Literacy Grant. Furthermore, two of the instructional coaches are LDC Nationally Certified and the other two are in the process of getting certified to provide literacy support. One of the instructional coaches currently serves on the 21st Century Community Learning Center State Advisory Board. One instructional coach was chosen to participate on the Math Item Review Committee and the Cognia Diagnostic Review Team. The district provides a variety of services for students with disabilities and for teachers of special needs students. Whitley County maintains partnerships with higher education organizations and the local college to train pre-service teachers and to ensure the success of new and intern teachers. Teachers newly hired in the district attend sessions at SESC that provide valuable information. One elementary teacher served on the Reading Item Review and the Kentucky Standards Prioritization Process for

Students with Cognitive Disabilities. Whitley County also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County Homeless Liaison helps identify students who lack basic life necessities. The program helps eliminate these and other non-instructional barriers to learning. Another community-based program is Parents As Volunteer Educators (PAVE), which recruits parents and coordinates their efforts to assist in the schools, working with teachers and students. Adult education programs, including GED assistance, are provided free of charge by the school district. Save the Children initiatives and programs target at-risk students early in life and offer academic and motivational activities. Through a federal grant award, the district provides free breakfast and lunch to all students. The Whitley County School District Public Relations Department keeps the community informed about school news and programs. All of the preschool centers in the Whitley County School District received 5 stars in the KY All STAR rating system. Whitley County High School seniors received over $300,000 in one year scholarships and over 1.1 million in four year scholarships. Six Whitley County High School students were named Governor's Scholars. Three Whitley County High School students are participating in the DataSeam Apprentice Program. WCHS JROTC unit was recognized as "Honor with Distinction" and has been since 1993. For the 2018-2019 school year, one WCHS student was selected as a HOBY winner and one student was selected as a HOBY alternate. Eight WCHS students competed at the Educators Rising Nationals in Dallas, Texas. The WCHS Future Farmers of America earned a variety of awards including: Ag Mechanics placed 1st in both region and state and received a Bronze rating at Nationals, Welding placed 1st in the region and 2nd place in the state, Meat Judging placed 2nd in the state, one student placed 2nd in the state in Impromptu Speaking, each of the 8 first place proficienies advanced on to the state level and we had one 2nd place winner at state, 5 students went to the Kentucky FFA Convention to receive their state degrees, and Forestry placed 3rd in the state competition. Two WCHS students are attending the Gatton Academy STEM School. WCHS earned Elite Top 50 FACS Program and has for 5 years in a row.

Attachment Summary

Attachment Name	Description	Associated Item(s)

Phase One: Continuous Improvement Diagnostic for Districts

Whitley County
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Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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. According to the 2017 TELL KY Survey: *Only 73.1% of the faculty agree that efforts are made to minimize the amount of routine paperwork teachers are required to do. In an effort to reduce the amount of paperwork the district has adopted the initiative of going digital. We hope to streamline the process using Google drives, docs, forms, and classroom. *Only 75.2% of faculty agree that teachers have an appropriate level of influence on decision making in this school. Leadership will be instructed to use an evidence-based protocol during PLC's that will allow for teacher voice concerning school decisions. Surveys will be administered to gather input and the data will be used as a basis for decisions.*Only 79.7% of faculty agree that parents/guardians support teachers, contributing to their success with students. New central office leadership has developed a vision that students and community come first in our district. Efforts will be made to deepen our community building with all stakeholders. Schools will host Family nights focused on reading and math in order to assist parents/guardians in contributing to student success.

Part II:

2. How will the district 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.

The Whitley County School District uses multiple strategies to engage a variety of stakeholders in the development of a process that is truly ongoing and continuous. One method that was recently established is the community collaborative that hosts monthly meetings to review data, explore strengths and areas of need, develop plans for action and create an effective monitoring system. Stakeholders such as parents, local business leaders, elected officials, faith based partners, local university staff, health care, and various school staff have been included. Participants voted on the monthly date and time to be held so as to have the most involved. Another method revolves around our district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and

monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. Additionally, we designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, social media, and the marquee sign at the board of education, as well as the Whitley County Schools app notifications, and one call services.The Family Resource Centers (FRC) and Youth Service Centers (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 when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which addresses numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: The Needs Assessment for Districts

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2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

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 Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders. These various partners share a vision that students and community come first in our district. We also share a common goal of continuous improvement that will results in success for all learners. Our district uses multiple forms of data available for review and analysis, focusing on three major domains addressed in the Kentucky AdvancEd Performance Standards: leadership capacity, learning capacity, and resource capacity. These standards describe conditions that are necessary to support organizational effectiveness and improve student performance. The capacity of leadership ensures progress toward objectives and includes fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership, ability to engage stakeholders, and the capacity to implement strategies to improve learner and educator performance. The impact of teaching and learning is built upon a culture of high expectations for learning along with quality programs and services including an analysis of results. The use of resources ensures alignment and equitable distribution to effectively address needs and support for professional learning for all staff as well as examining the allocation and use of resources to establish appropriate levels of funding, sustainability, and effectiveness. The Whitley County School District implements a comprehensive assessment system that produces data about student learning and system effectiveness and uses the results to guide continuous improvement. The data sources that focus on student performance include K-PREP, ACT, Transition Readiness, MAP, CERT, TEDS, common assessments, IOWA Assessment, Brigance data, RTI and progress monitoring data, ILP's, principal walk-through observations, and district technology surveys. Sources of learning environment data include TELL Survey results, principal walk-through observations, professional growth plans, professional development surveys, Family Resource/Youth Service Center data, and Parents as Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and finance. The district planning team meets frequently to analyze and discuss assessment data and concentrates on the following questions:*In what subject areas are we performing well?*What are our areas of strength?*What are our areas of needed improvement? What supports are needed in these areas?*Where are our gaps? In what subgroups do they exist?*What grade levels are performing well in the areas of reading, math, science, social studies, and writing?*Are there emerging trend in the data? If so, where do they exist? What are the trends revealing?*What specific Kentucky Academic Standards do we need to identify for improvement?*Are we demonstrating progress with continuous improvement goals and strategies? Where should we focus our efforts?*Are our students demonstrating growth? What subgroups need do we need to target for support? How do we focus our efforts for those students that are not demonstrating growth? How can we enrich learning for students to encourage growth?*What program areas need support to assist with our whole child approach?*What percent of our students are considered transition ready? What percentage are academic ready? career ready? How should we focus our efforts so students are prepared to succeed in the next stage of their lives?*What career and technical education areas are our students receiving certification? What areas do we need to focus on? What standards do we need to target according to trend data?*What percent of our students are graduating within 4 years? 5 years? What do the trends indicate? Are there barriers we need to identify and remove to increase the graduation rate of these students?*What improvements do we need to make in regards to time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional learning, and

instructional practices and support?In addition to these questions, we examine our alignment with the Kentucky Board of Education Delivery Targets through the evaluation of the Key Core Work Processes:*Design and Deploy Standards - What should students know and be able to do? Is curriculum taught at a high level of fidelity? How do teachers adjust the curriculum content and pacing to meet students' needs based on formative and summative assessments? Is it effective? Is our protocol for reviewing and revising curriculum effective in meeting our curricular needs? *Design and Deliver Instruction - How will they learn it? Is our protocol for ensuring instructional needs are met through Tier I and Tier II effective? How do we ensure that appropriate and effective high yield strategies are implemented and are effective?*Design and Deliver Assessment Literacy - How will we know if they learned it? Have we ensured that are assessment system is balanced? Are we continuing to use appropriate assessment design that best evaluates the level of student learning? Are teachers using feedback effectively? How well are students communicating and evaluating their progress and setting learner goals?*Review, Analyze, Apply Data Results - How will we know they have learned it? Have we ensured that assessments are high quality and aligned to the rigor of the standards? How is student data being used to drive instruction? Are students achieving mastery with the standards? Are we reducing the number of students scoring novice? *Design, Align, and Deliver Support Process - What will we do if they know it already, don't know it, or need other support? Are our processes for monitoring behavioral and academic interventions effective? Can we identify and involve stakeholders to assist in improvement planning and measuring progress toward our goals?*Establish Learning Culture and Environment - What will we do if they know it already, don't know it, or need other support? How are we ensuring that all classrooms are culturally responsive to student needs? How do we develop educator capacity and ensure that all educators are successful? Are we effectively addressing barriers to learning with students and parents?Under the guidance of our Deputy Superintendent, the Whitley County School District Leadership Team will assist our schools with additional support, communicate district-wide expectations and policies, and obtain substantial stakeholder involvement to support the academic achievement and growth of all our students. District instructional coaches will provide regular, on-site assistance and support to all schools as well as maintain curriculum resource web pages that highlight resources and best practices in reading and writing, math, science, and social studies. Reports from curriculum and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, STAR, Cognitive Tutor, IXL, CERT, etc. will be utilized and reviewed for implementation, support, and impact on student achievement. Data disaggregation occurs through weekly PLC meetings and scheduled flex time with the Plan, Do, Study, Act Protocol. Principals will present data results, improvement plans, delivery targets, and next steps to their School Based Decision Making (SBDM) Councils. Additionally, principals will present this information to the members of the Whitley County Board of Education. Progress monitoring is common practice through implementation and impact checks as they are part of the SBDM agendas. Regular monitoring and support is provided through the district leadership team.

Current State

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

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

According to Whitley County's District Report Card (https://www.kyschoolreportcard.com/ organization/5686?year=2019), our current academic state shows that at the elementary level, we are rated 4 stars; at the middle school level, we are rated 4 stars; and at the high school level, we are rated 2 stars. None of our schools are showing significant gaps in subgroups. At the elementary level, our proficiency indicator is 85.5 High which is 15.4 above the state indicator of 70.4 Medium. Our separate academic indicator is 77.5 High which is 12.8 higher than the state indicator of 64.7 Medium. Our growth indicator is 56.8 Medium which is slightly below the state indicator of 57.7 Medium. At the middle school level, our proficiency indicator is 87.7 Very High which is 15.4 above the state indicator of 72.3 Medium. Our separate academic indicator is 76.1 High which is 12.8 above the state indicator of 63.3 Medium. Our growth indicator is 53.0 Medium which is slightly above the state growth indicator of 52.5 Medium. At the high school level, our proficiency indicator is 55.9 Medium which is 0.9 below the state proficiency indicator of 56.8 Medium. Our separate academic indicator is 66.4 Medium which is slightly higher than the state indicator of 62.0 Medium. Our transition readiness indicator is 61.4 Low which is 5.4 below the state indicator of 66.8 Low. Our graduation indicator is 96.3 High which is 5.2 above the state indicator of 91.1 Low. Elementary: Overall, our proficiency indicator decreased by 1.7 from last year, and our separate academic indicator decreased by 1.4. The percentage of students scoring proficient/distinguished decreased in reading, math, and writing while the percentages in science and social studies showed a slight increase. The percentage of students scoring novice decreased in reading, math, science, and social studies while writing showed a 7.5% increase in novice. Approximately, 70% of our elementary students are showing at least one year's growth in reading and math with 30% of those showing more than one year's growth. Middle: Overall, our proficiency indicator decreased by 2.0 from last year, and our separate academic indicator decreased by 4.3. The percentage of students scoring proficient/distinguished increased in science by 13.3% while reading, math, social studies, and writing decreased the percentage of students scoring proficient/ distinguished. The percentage of students scoring novice decreased in science and social studies. Approximately, 73% of students are showing at least one year's growth in reading while approximately 60% of students are showing at least one year's growth in math. High: Overall, our proficiency indicator decreased by 1.6 from last year. The percentage of students scoring proficient/distinguished decreased in reading and writing while the percentage increased in math and science. The percentage of students scoring novice increased in reading, math, and writing

and slightly decreased in science. Our transition readiness indicator decreased by 4.0 from last year. The percentage of students who were academic ready decreased by 7.7%, and the percentage of students who were career ready decreased by 15.6%. In the prior year, 50% of the Perkins goals were met, while 2018-19 date revealed that 25% of the goals were met. Our graduation rate is high at 96.2%, but decreased 0.4% from the prior year. 87.2% of our students have a qualifying score on the AP and Dual Credit exams. Our average ACT score is 18.8 which falls 0.7 below the state average of 19.5.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

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

One area of concern for the Whitley County School District is growth at both the elementary and middle school levels. At the elementary level, we are falling 0.2 behind the state in growth. We have approximately 30% of our students who are showing no growth in reading or math. Our students with disabilities who are behind their grade level peers are showing about 30% of students in reading and math who are demonstrating no growth. Our middle school students are falling about 4.1 behind the state in growth. We have approximately 30% of students are showing no growth in reading while about 40% are showing no growth in math. Another area of great concern is our writing at every level. At the elementary level, we showed a decrease of 2.3% in proficient/distinguished scores and an increase of 7.5% of students scoring novice. At our middle school, we displayed a decrease of 25.0% of student scoring proficient/distinguished. The largest percentage of students (53.1%) scored at the apprentice level in writing. At our high school, we showed a decrease of 7.9% in the percentage of students scoring proficient/distinguished while the percentage of students scoring novice (0.2%) and apprentice (7.7%) increased. Another area of concern, is science at every level. 48.9% of elementary students, 49.3% of middle school students, and 50.6% of high school students are scoring at the apprentice level which indicates that we need to increase the rigor of the instruction in our classrooms. At the elementary level, 53.4% of males are scoring proficient/distinguished in science compared to 37.3% of females. Our high school students are demonstrating a large gap in science between the percentage of the students classified as economically disadvantaged and those that are not. 24.6% of economically disadvantaged scored proficient/distinguished while the non-economically disadvantaged had 45.7% of students who scored proficient/distinguished - a difference of 21.1%. The Whitley County School District is also concerned with the achievement gap. At the elementary level, our males are considerably outscoring the females in every subject area beside writing. We have a large percentage of males (14.5%) scoring novice in writing. At our middle school, we are showing a large gap between those students who are economically disadvantaged versus those that are not. The largest difference is in math with 56.1% of the economically disadvantaged students in 7th grade scoring proficient/distinguished which is 16.5% below and 45.8% of 8th grade students scoring 27.4% below their non-economically disadvantaged peers. At the high school, we are also showing a large gap in every subject area between those students who are economically disadvantaged versus those that are not. In reading, 32.5% of the economically disadvantaged students are scoring proficient/distinguished as compared to 68.1% of the non-economically disadvantaged. In math, 32.5% are scoring proficient/distinguished as compared to 60.9%; in science, 24.6% are scoring proficient/distinguished as compared to 45.7%; and in writing, 57.6% are scoring proficient/distinguished as compared to 91.3% of their non-economically disadvantaged peers. We are also concerned at the high school that the percentage of gifted and talented students scoring proficient/distinguished in math and science is low. Only 76.0% of gifted and talented students are scoring proficient/distinguished in math while only 56.5% are scoring proficient/distinguished in science. In fact, the percentage of gifted and talented students scoring proficient/distinguished is only 4.7% more than those students who are not identified as gifted and talented in science. At the high school, we are concerned with the percentage of students who are considered transition ready. The percentage of those students identified as academic ready fell by 7.7% from last year, and the percentage of students identified as career ready decreased by 15.6%. We have a low percentage of students with disabilities (40.5%) who are transition ready.

Under the Perkins grant, we are meeting only 25% of our goals We are not meeting our goals with graduation rate, school completion, technical skill attainment, math attainment, reading attainment, and non-traditional completion. Another focus area is improving the ACT composite score as well as the subject area section scores. We are also concerned with proficiency in both reading and math at the high school. Data indicates that 60.8% of students in reading and 62.4% of students in math are not reaching proficiency. In the separate academic indicator, the data indicates that 71.5% of our students are not reaching proficiency in science. Additionally, The Whitley County School District is concerned with chronic absenteeism. 16.8% of Kentucky students are chronically absent which means that they have missed 10% or more of his/her academic year. As of the first of November, the average chronic absenteeism for our elementary schools is 16.32% with two elementary schools exceeding the state average. 20.27% of middle school students, 31.14% of high school students, and 41.30% of our alternative school students are identified as chronically absent.

Trends

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

The Whitley County School District has compared the last two academic years where the accountability system is most similar. At the elementary level, the percentage of students scoring proficient/distinguished in reading has declined from 71.4% to 68.5%, a decrease of 2.9%. The percentage of our middle school students who scored proficient/distinguished in reading has increased in 7th grade by 2.4%, but has decreased by 2.8% in 8th grade. The percentage of high school students scoring proficient/distinguished in reading has declined from 42.1% to 39.2%, a decrease of 2.9% while the percentage of novice increased by 4.4%. At the elementary level, the percentage of students scoring proficient/distinguished in math has declined from 64.8% to 62.1%, a decrease of 2.7%. The percentage of our middle school students who scored proficient/ distinguished in math slightly increased in 7th grade by 1.1%, but decreased by 8.2% in 8th grade while the percentage of novice increased by 4.1%. The percentage of high school students scoring proficient/distinguished in math increased from 33.1% to 37.6%, an increase of 4.5%. However, the percentage of high school students scoring novice increased by 5.1%. Science remains a significant area for improvement even though the percentage of students scoring proficient/ distinguished has increased at every level: elementary +0.3%; middle +13.3%; and high +2.8%. The majority of the students are still continuing to score at the apprentice level which indicates that we need to increase the rigor of our instruction and assessment in science. Transition Readiness is also a significant area for improvement. In 2017-18, the transition readiness increased 10.8 from the previous year to 63.2. However, the rate has decreased to 62.7 in 2018-19. The percentages for both academic and career readiness have declined. The rate of transition readiness for females is 52.4 which is 20.6 below the transition readiness rate of 73.0 for males.

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

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

Strengths/Leverages

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

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

The Whitley County School District's most remarkable strength is our personnel. Our teachers have developed a growth mindset that has translated to improvements in instructional practice. We have incorporated Professional Learning Communities (PLCs) which has contributed to our high student success. Our structure of PLCs has enabled us to focus on student learning, collaboration, and data driven instruction. Our strengths at the elementary level clearly lie with proficiency and separate academic as we received four stars and earned a rating of high. We have reduced the number of students scoring novice in reading, math, science, and social studies. The middle school received four stars and a rating of very high in proficiency and high in separate academic. The percentage of students scoring novice is in single digits in reading, math, science, and social studies. Our high school received three stars and received a rating of high for graduation rate. Less than 10% of students are scoring novice in writing. The variety and scope of course offerings have expanded greatly with the implementation of trimester scheduling. We have focused on the alignment and sequence of pathways offered through Career and Technical Education (CTE) programs. The number of these pathways have increased as we have included two health science pathways and will offer a collaborative engineering course this year. Our district benefited from the Striving Readers Comprehensive Literacy Grant and have implemented resources such as Wordly Wise, Scholastic Magazine, No Red Ink, Reading Plus, Generation Genius, Scholastic Magazines, as well as an abundance of classroom novel set, library books, and leveled readers. As a district, we have increased student exposure to technology through the use of chrome books

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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

Last Modified: 12/20/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Rationale

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

Operational Definitions

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

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

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

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

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

• For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.

• For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template
    a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
    b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

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

The Whitley County School District uses multiple strategies to engage a variety of stakeholders in the development of a process that is truly ongoing and continuous. One method that was recently established is the community collaborative that hosts monthly meetings to review data, explore strengths and areas of need, develop plans for action and create an effective monitoring system. Stakeholders such as parents, local business leaders, elected officials, faith based partners, local university staff, health care, and various school staff have been included. Participants voted on the monthly date and time to be held so as to have the most involved. Another method revolves around our district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. Additionally, we designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, social media, and the marquee sign at the board of education, as well as the Whitley County Schools app notifications, and one call services.The Family Resource Centers (FRC) and Youth Service Centers (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 when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which addresses numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Whitley County Comprehensive Improvement Plan 2019-20		•

Comprehensive District Improvement Plan (CDIP)

Rationale

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

Operational Definitions

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

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

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

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

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

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 65.3% to 70.0% in 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the overall reading and math proficiency ratings for all students from 65.3% to 70.0% by 2019.	1. Design and Deploy Standards	**A.** Students will use Study Island, Reading Eggs, Math Seeds, and Myon to work grade level content specific targeted areas based on MAP data.	STAR and MAP Reports	8/2019-5/2020	Instructional
		B. Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, STAR, IOWA, KPREP and summative assessment data	8/2019-5/2020	No funding required
		C. Morning/Afternoon tutoring- homework help – Students have the opportunity to receive homework help 5 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2019-5/2020	21st Century
		D. Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction.	MAP Reports, formative and summative assessments, KPREP data	8/2019-5/2020	Striving Readers Grant
	2. Review, Analyze and Apply Data	**A.** Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance.	IOWA, KPREP data and PLC minutes	8/2019-5/2020	No funding required

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 65.3% to 70.0% in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress	STAR, MAP, IOWA, KPREP, Brigance and summative assessment data	8/2019-5/2020	No funding required

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022; in social studies from 69.2% in 2019% to 76% by 2022; and in writing 54.2% in 2019 to 60.4% by 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022 Increase the percentage of students scoring proficient/distinguished in social studies from 69.2% in 2019% to 76% by 2022 Increase the percentage of students scoring proficient/distinguished in writing from 54.2% in 2019 to 60.4% by 2022.	1. Design, Align and Deliver Support	A. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year to work with fifth grade students and teachers to help increase writing scores.	Writing scrimmage results, Writing KPREP data	8/2019-5/2020	No funding required
		B. Teachers will implement Social Studies & Science LDC teaching tasks. The LDC allows teachers to infuse their existing curricula with literacy instruction, translating their discipline-specific content into CCRS alignment to enhance student learning in social studies and science.	LDC coding tasks and Social Studies KPREP data	8/2019-5/2020	Striving Readers
		Teachers will implement ReadWorks resources to teach the concepts of reading comprehension to students in social studies. Units have been designed around popular read aloud books for K-4 and novels for grades 5-6. Lessons are in the I-We-You format and aligned to common core and all the state standards as well as five widely used reading programs to enhance student learning in social studies.	Formative and summative assessment, Social Studies KPREP data	8/2019-5/2020	No funding required
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KPREP data	8/2019-5/2020	Instructional Funds
		E. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Zane-Blouser Handwriting 2nd/3rd grade) to enhance reading and math instruction	Writing scrimmage results, Writing KPREP data	8/2019-5/2020	Striving Readers

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022; in social studies from 69.2% in 2019% to 76% by 2022; and in writing 54.2% in 2019 to 60.4% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Review, Analyze and Apply Data	**A.** After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, Reading Eggs, Mathseeds, Myon, Readworks	Individualized progress reports from Study Island, Reading Eggs, Myon, and Mathseeds	8/2019-5/2020	No funding required
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2019-5/2020	No funding required
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations	IC Reports	8/2019-5/2020	McKinney Veto

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 62.5% in 2019 to 67.55% in 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.5% in 2019 to 67.55% in 2022 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Mathseeds, Reading Eggs, Myon and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2019-5/2020	No funding required
		B. Each day Kindergarten through 2nd grade students will complete daily oral language practice.	MAP, KPREP, Benchmark data, summative assessment data	8/2019-5/2020	No funding required
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2019-5/2020	
		D. MIT and Reading Recovery Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.		8/2019-5/2020	
		E. Collaborate, co-teach and support with reading and math instructional strategies, intervention strategies,	PLC minutes, lesson plans, individual learning plans, assessment data	8/2019-5/2020	

		formative assessment strategies, etc. based on the need of the students			

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the gap group (economically disadvantaged) from 62.4% in 2019 to 67.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% in 2019 to 67.5% in 2022 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Mathseeds, Reading Eggs, Myon and other math/reading computer applications and programs	MAP, KPREP, Benchmark data, summative assessment data	8/2019-5/2020	Instructional Funding
		B. Each day Kindergarten through 2nd grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2019-5/2020	No funding
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2019-5/2020	No funding
		D. MIT and Reading Recovery Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP, IOWA, & KPREP data	8/2019-5/2020	Save the Children 21st Century RTA MAF
		E. Collaborate, co-teach and support with reading and math instructional	PLC minutes, formative assessment data	8/2019-5/2020	No Funding

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the gap group (economically disadvantaged) from 62.4% in 2019 to 67.5% in 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies, intervention strategies, formative assessment strategies, etc. based on the need of the students.			
	2. Review, Analyze and Apply Data	**A.** After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, Reading Eggs, Mathseeds, Myon, Readworks	Individualized progress reports from Study Island, Reading Eggs, Myon, and Mathseeds	8/2019-5/2020	Instructional
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2019-5/2020	No funding
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports	8/2019-5/2020	No funding

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023					
Objective 1: To increase the percentage of students who are academic ready from 31.9 to 48.4 by June 30, 2020.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce essential workplace skills.	CTE-EOP Reports	8/2019-5/2020	No funding
		B: In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door	8/2019-5/2020	No funding
		C: During "College Application Week," all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports	8/2019-5/2020	No funding
		D: Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data	8/2019-5/2020	No funding
	2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans	8/2019-5/2020	No funding
	3. Establishing Learning Culture and Environment	A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always have the incoming freshman students for their first year. Then when they become a sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e. graduation	Graduation Rate	8/2019-5/2020	No funding

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		requirements, transcripts, and general "advising") and daily for routine information sharing/communication.			
		B: The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	AmeriCorp Reports	8/2019-5/2020	AmeriCorp
		C: Gear-Up Program will provide our junior and senior students with opportunities to explore various careers and colleges while LinkCrew will provide mentoring of freshman and sophomore students with junior and senior mentors.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports, LinkCrew Reports	8/2019-5/2020	Gear Up
	4. Design and Deliver Assessment Literacy	A: Junior level math teachers will provide students access to ACT prep programs	Lesson Plans	8/2019-5/2020	No funding
	5. Design and Deploy Standards	A: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps	8/2019-5/2020	No funding
Objective 2 To increase the percentage of students who are career ready from 49.2 to 59.9 by June 30, 2019.	1. Design, Align, and Deliver Support	A: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessment and completion of pathway.	Advisory Committee Minutes	8/2019-5/2020	
		B: CTE teachers will publicize articulated credits for pathways and CTE End-of Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports	8/2019-5/2020	
	2. Design and Deliver Instruction	A: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins funds may cover the cost of the CTE teacher/advisor only.)	Field Trip Requests and Field Trip Student Lists	8/2019-5/2020	Perkins

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: Counselors will guide all 9th grade students to a career pathway based on their ILP.	Registration Documents	8/2019-5/2020	
	3. Establishing Learning Culture and Environment	A: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills attainment).	Finance Reports	8/2019-5/2020	Perkins
	4. Design and Deliver Assessment Literacy	A: CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports	8/2019-5/2020	No funding
		B: CTE teachers will utilize questioning techniques similar to those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions	Classroom Assessments, CTE End-of-Program Assessment Reports	8/2019-5/2020	No funding
	5. Design and Deploy Standards	A: CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as, career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans	8/2019-5/2020	No funding
		B: When opportunities arise, teachers will be encouraged to participate in state-level development and programs of study revision, course alignment, pathway development/revision, and standards development/revision.	Travel Authorization Requests	8/2019-5/2020	No funding
	6. Review, Analyze, and Apply Data	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students	Co-op Visit Reports	8/2019-5/2020	No funding

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.			

Goal 6: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the graduation rate for all students from 96 to 96.4 by June 30, 2020. Objective 2	1. Design, Align and Deliver Support	A: Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Enrollment Data, Sign-in Sheets	8/2019-5/2020	No funding required
		B: YSC Coordinator will make home visits to any at-risk student by referral	Record of Referral, Record of Home Visits	8/2019-5/2020	No funding required
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	8/2019-5/2020	No funding required
		B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Virtual High School, Early Graduation, or Hardship Graduation options.	Graduation Checklist, Transcripts, A & A Folders	8/2019-5/2020	No funding required
	3. Establishing Learning Culture and Environment	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule	8/2019-5/2020	No funding required
	4. Review, Analyze and Apply Data	A: Data from the Transition Readiness Calculator will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available	Persistence to Graduation Reports	8/2019-5/2020	No funding required

Goal 6: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		resources at community, district, state and national levels.			

2019-20 Phase Three: The Superintendent Gap Assurance

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

Last Modified: 11/15/2019
Status: Locked

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2019-20 Phase Three: The Superintendent Gap Assurance

e Prove diagnostics

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
- ○ The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase Two: District Assurances

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

Last Modified: 10/31/2019
Status: Locked

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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

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

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned.Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements.Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- ● **Yes**
- ○ No
- ○ N/A

2. Pursuant to Section 1116(a)(3)B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- ● **Yes**
- ○ No
- ○ N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- ● **Yes**
- ○ No
- ○ N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- ○ Yes
- ○ No

- **N/A**

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

- ○ Yes
- ○ No
- **N/A**

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

- **Yes**
- ○ No
- ○ N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

- ○ Yes
- ○ No
- **N/A**

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

- **Yes**
- ○ No
- ○ N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

- **Yes**
- ○ No
- ○ N/A

Title II

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

- ● **Yes**
- ○ No
- ○ N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- ● **Yes**
- ○ No
- ○ N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- ● **Yes**
- ○ No
- ○ N/A

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- **Yes**
- ○ No
- ○ N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- **Yes**
- ○ No
- ○ N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the Kentucky Department of Education's Self-Implementation Rubric, is being implemented with fidelity for all students in grades 6 to 12.

- ● **Yes**
- ○ No
- ○ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)