

2017-2018 KDE Continuous Improvement Diagnostic

KDE Continuous Improvement Diagnostic

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 08/01/2018

Status: Locked

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KDE Continuous Improvement Diagnostic

Part I

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

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

Stuart Conlin, Principal Melissa Brown, Assistant Principal Lans Lay, Assistant Principal Amy Lunsford, Guidance Counselor Judy Petrey, Family Resource Center PLC Leaders: Stefanie Keene Anthony Osborne Darlene Prewitt Gerald Mullins Lisa Richardson Angela Singleton Mary Wilson Site-Based Decision Making Committee: Stuart Conlin, Principal, Melissa Brown, Assistant Principal, Lans Lay, Assistant Principal, Amy Lunsford, Guidance Counselor, Judy Petrey, Family Resource Director, Anthony Osborne, Teacher, Randy Love, Teacher, Ann Wohlfarth, Teacher, Jane Whitaker, Parent Representative, Tammy Brown, Parent Representative, Whitley County Middle School Teachers, Whitley County Board of Education Employees, Curriculum Team, Parents/Guardians

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

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

Relationship Building--School staff builds productive, personal relationships with parents of their students. Communications--Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs. Learning Opportunities--School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

COMMENTS

Please enter your comments below.

School staff works to ensure trusting relationships with parents from the moment students are enrolled. Staff members meet with parents to establish a connection from the beginning at open house. Parents and teachers exchange e-mail addresses to encourage continuous and meaningful communication about their student's academic goals and progress. Parents enrolling new students always meet and speak with the principal and guidance counselor. Parents and guardians are always welcome and treated respectfully; they are invited to participate in a variety of events, activities, and roles in the school such as: open house, parent teacher conferences, spotlight on students, cultural fair, choir programs, field trips, extra-curricular events, etc. These events are hosted regularly, and all parents are encouraged to attend and participate. Communication between home and school is a priority in establishing and maintaining a partnership with parents. Multiple tools are used to enhance two-way communications are used to communicate academic goals, class work, homework, grades, social and behavioral expectations and progress, assessment data, etc. Administration and our school board use a one-call system to send messages to all guardians. Teachers use e-mail and classroom phones to communicate with parents. Parents are also provided a parent portal password that allows them to check their child's grades. Many teachers also use the Remind app to communicate on a daily basis for parents who prefer this mode of communication. All parents are provided opportunities, in addition to an open house and any two spotlight nights, to meet with staff to discuss student academic progress as well as to address any other questions or concerns from all parties involved in their child's educational program. Furthermore, surveys are utilized each year to assess a variety of educational, social/emotional, and health/well-being needs, and over 75% of these are completed.

All stakeholders are engaged monitoring the academic progress of all students through multiple means of communication. Our resource center provides caregiver workshops monthly as a support to help improve parent understanding of learning issues. At these workshops, many community resources are provided to these caregivers to develop and sustain partnerships to promote academic achievement and well-being of the students. School leadership works diligently to ensure all parents have the resources they need to understand academic expectations, school policies and procedures, and student and parental rights. Efforts are made to include all parents/guardians in the planning and participation of their child's educational program and to communicate the academic progress of not only their individual students, but the school and district as a whole as it compares to other schools. The school provides resources as well as parent workshops to aide parents in understanding Kentucky standards and expectations, the school curriculum, instructional methods, and student services, and research-proven methods they can utilize to support their student's learning.

ATTACHMENTS

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

Decision-making--School staff encourages, supports, and expects parents to be involved in school improvement decisions and to monitor and assist school improvement. Advocacy--For each student, school staff identifies and supports a parent or other adult who can personal responsibility for understanding and speaking for that child's learning needs. Community partnerships--School staff engages and partners with community members to plan and implement substantive work to improve student achievement

COMMENTS

Please enter your comments below.

All stakeholders are provided with multiple opportunities to learn about the decision-making process and invited to participate. Despite publication of SBDM and encouragement from school staff, very few parents vote in SBDM parent elections. While parents are always invited to attend all meetings regarding their students, including parent-teacher conferences and ARC meetings, not all parents attend or participate in planning for their students. While the school offers and publicizes community-based learning activities for all students and parents and attempts to involve business leaders in promoting student achievement, we feel that more parents and businesses need to be actively engaged in those activities. One calls will be made to encourage parent attendance to each event throughout the school year. School staff makes every effort to contact parent or guardian to discuss educational and behavioral concerns. Some guardians choose not to attend parent/teacher conferences or spotlight on students. Administration will e-mail and send one calls to parents as a reminder of each activity throughout the year. Parents are made aware of family support services in the school and in the community that are provided to the students. School staff offers community-based learning activities, such as 21st century tutoring and enrichment opportunities linked to the curriculum for all students. Letters are sent with every student and administration makes parent contacts to inform guardians of opportunities to be involved with their child and the school. The Youth Service Center also conducts parent engagement activities monthly along with other programs throughout the year.

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

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all meetings regarding their students, including parent-teacher conferences and ARC meetings, not all parents attend or participate in planning for their students. While the school offers and publicizes community-based learning activities for all students and parents and attempts to involve business leaders in promoting student achievement, we feel that more parents and businesses need to be actively engaged in those activities. One calls will be made to encourage parent attendance to each event throughout the school year. School staff makes every effort to contact parent or guardian to discuss educational and behavioral concerns. Some guardians choose not to attend parent/teacher conferences or spotlight on students. Administration will e-mail and send one calls to parents as a reminder of each activity throughout the year. Parents are made aware of family support services in the school and in the community that are provided to the students. School staff offers community-based learning activities, such as 21st century tutoring and enrichment opportunities linked to the curriculum for all students. Letters are sent with every student and administration makes parent contacts to inform guardians of opportunities to be involved with their child and the school. The Youth Service Center also conducts parent engagement activities monthly along with other programs throughout the year.

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Part II

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

According to the TELL KY Survey, 26.8% of teachers feel efforts are not made to minimize the amount of routine paperwork and class size. According to the Instructional Practices and Support section of the TELL KY Survey, 19.1% of teachers declare state assessment data is not available in time to impact instructional practices.

COMMENTS

Please enter your comments below.

Rationale: our school provides intervention programs for students who need remediation in math and reading. The intervention program uses in school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics. Another intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. These intervention services will address the needs of students in the middle school who are struggling in reading as well as math. Students began taking the MAP test in September which allows us to measure academic progress for each student. The reports allowed us to identify student weaknesses in math and reading. Stakeholders analyzed data and made changes to classes and instructional practices to best accommodate each student.

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Part III

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation 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 parental 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. 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 send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as our One call phone system, notes home, US mail, phone calls, district and local newspapers, radio announcements, etc. The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County Middle School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that: - Students' needs are being addressed by reviewing the plan - Technology and equity are embedded in the CSIP - Funding is appropriately monitored - Professional development is appropriately implemented - The implementation and impact checks are being completed - The plan is amended or updated

COMMENTS

Please enter your comments below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

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

Equity Data Analysis Attached

ATTACHMENTS

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Barriers and Root Causes:

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

Barriers Attached

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Goal Setting:

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

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

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

NOTE: Attachments Optional

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2016 to 76.9% in 2019. Goal 2: Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2016 to 79.4% in 2019. Goal 3: The percentage of students scoring novice in reading and math will decrease by 50% by 2020.

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Strategies and Activities:

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

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




NOTE: Attachments Optional

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2016 to 76.9% in 2019. Strategy 1: Progress Monitoring - review student performance data relative to state, district, and school assessment systems. Activity - Grade Level Team Meetings Activity - PLC Meetings Strategy 2: Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness. Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards. Activity: Teachers have implemented best practice strategies, such as chunking, differentiation, modeling, cooperative groups, etc. to assist struggling learners in mastering new academic skills. Teachers have utilized PLC time to analyze the reading and math standards in depth. Strategy 3: Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments. Goal 2: Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2016 to 79.4% in 2019. Strategy 1: Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum. Strategy 2: Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores. Activity - Analyze Data Activity Activity - Intervention Activity Goal 3: The percentage of students scoring novice in reading and math will decrease by 50% by 2020. Strategy 1: Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading. -Continuous Improvement Intervention Reading -Activity - MAP Reading Activity -Activity - RTI Activity Strategy 1: Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum. -Continuous Improvement Pin Point Math Goal 4: Increase parental support and involvement from 79.7% according to our TELL Survey to 85%. Strategy 1 Parental Involvement- Provide multiple opportunities for families to support their children's learning by offering more parent activities (parent workshops, spotlight on students, parent contacts, parent/guardian weekly emails, remind system, parent portal, utilize one call system more efficiently)

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Barrier and Root Causes	Equitable Barrier and Root Causes	
 Equity Data Analysis	Equitable Data Analysis	
 School Equity Data	School Equity Data	

Barriers and Root Causes:

At Whitley County Middle School, all groups of students have equitable access to effective educators. All teachers at WCMS are certified for the content and grade level in which they are teaching. All para-educators have completed the required programs needed for their position and strive to be a high performing school that encourages our students to attend college.

Whitley County Middle School has barriers that exist. First of all, 81% of our students qualify for free/reduced price meals, which indicates that a significantly higher percentage of our students live in poverty as compared by the local, state, and national averages. Few professional learning opportunities are available to specifically address overcoming the barriers faced by students of low socioeconomic status. A large percentage of our students are being raised by family members instead of parents. With a large number of students being enrolled in our school in each grade, most with limited support systems at home, we have had to devote more time to behavioral issues as students adjust to our school expectations and changes in their environments.

A large number of our students are diagnosed with social/emotional disorders which have a negative impact on their academic achievement and motivation. With our poverty and a homeless rate being high, we have students who are not having their basic physiological and safety needs met and cannot, therefore, attend to their educational needs as well as their same aged peers. Sources of data that were used to determine the barriers were KY School Report Card, Tell Survey Data, Infinite Campus Statistics, and Family Resource Center Survey Results. Root causes of these barriers include children's socioeconomic status, poverty level households, lack of parental support. Also, professional development sessions target academic and curricular programs rather than strategies to remove barriers faced by students of low socioeconomic status, high poverty, and social/emotional diagnoses.

Equity Data Analysis:

At Whitley County Middle School, all groups of students have equitable access to effective educators. All teachers at WCMS are certified for the content and grade level in which they are teaching. All para-educators have completed the required programs needed for their position. EPSB Local Educator Assignment Data (LEAD) Audit Report is completed yearly to identify or correct any certification or coding issues. PLC minutes, lesson plans, common assessments and various activities demonstrate that the teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.

The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations and specific pacing guides. For example, all teachers are equipped with a grade level notebook that is updated yearly to meet the Common Core Standards in math and reading; pacing guides are included in math and reading. Curriculum Standards Committee meets periodically to update and maintain accuracy. The master schedule demonstrates adequate instructional time for all students have equitable access to effective educators.

Whitley County Middle School SBDM policies and practices ensure that student-school assignments inform and impact the school's comprehensive plan for providing equitable access. The school leadership/SBDM committee continually monitors the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective program. Policies & agenda/minutes demonstrate that school leadership/SBDM committee continually monitors the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective program. Each teacher is allocated instructional funds each year. The SBDM council shall be the standing committee to assist the faculty of Whitley County Middle School with the management of this function. The determination of curriculum is outlined in policies. Policies ensure appropriate placement of individual students based upon specific needs.

Whitley County Middle School SBDM committee establishes and enacts a process to analyze data related to the implementation and impact of policies and practices. Specific policies focus on involving stakeholders in the analysis of data.

Whitley County Middle School leadership/SBDM establishes and maintains policies that promote best practice (continuous progress, developmentally appropriate educational practices, multiage and multi-ability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement). WCMS leadership/SBDM maintains and stabilizes policies that promote best practice.

Whitley County Middle School has a SBDM policy for placing students with teachers. Student assignment shall be defined as appropriate placement of individual students based upon specific

needs. Parent requests will be accepted from May 1-15 for the following school year. All requests will be given equal consideration regardless of when they are submitted during the 15 day request window. Requests must be submitted in writing or e-mail to the principal. A first and second choice must be indicated as well as an explanation as to why the parent believes the request is in the best interest of the student. Submitting a parent request does not guarantee a student's placement. The principal is responsible for implementing the parent request process. The principal shall assign students to classes and programs by taking into consideration the following criteria: 1) Academic performance of the student, 2) Learning style of the student, 3) Student behavior 4) Instructional needs of the student, 5) Overall composition and ratios of each classroom, 6) Class size, 7) School schedule, and 8) Parent requests.

SRC indicates Whitley County Middle School's faculty and leadership have a shared vision. We used data from TELL Survey as our self-selected indicator. According to the TELL Survey results, our staff would like to increase our community support and involvement. 83.87% of our teachers stated that parents/guardians are influential decision makers in this school. 79.7% of our teachers stated that parents/guardians support teachers, contributing to their success with students. 95.3% says our school does a good job encouraging parent/guardian involvement.

To promote two-way communication of information between school staff and parents, school staff will develop a survey for stakeholders regarding school performance as it relates to their child. To provide multiple learning opportunities for families to support their children's learning staff will offer 5-7 parent workshops throughout the school year. In order to make parents and families more aware of support services in school and the community, we send messages to parents/guardians weekly through emails called messages from the middle. We also use a one call system to send a schedule of events to our parents/guardians.

The school strictly adheres to board policy in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy.

Our District and school uses several means to retain effective teachers. For example, our district offers new teachers monthly new teacher workshops. Our district/school also uses other incentives such as tenure, transfer of tenure, highly qualified status, and salary supplement for National Board Certification to retain effective educators.

[illegible]

Schools		Students Enrolled (SRC or IC)	Certified Teachers (SRC)	Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		TELL Constructs		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
Percent Sign		#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
					-		-		-		-		-		-		-		-		-		-		-		-		-		-		-
TOTAL / SCHOOL AVERAGE		567	39	7	1%		-		-	467	81.00%		-	93		0	-	1	-	3	-	35	-	0	-	11	-		79.70%	0	-	0	-

Measures	2016-2017 Baseline	2017-2018	2018-2019	2019-2020
Working Conditions -- Managing Student Conduct	92.30%	92.30%	92.30%	92.30%
Working Conditions -- Community Engagement and Support	83.80%	85.86%	87.92%	90.00%
Working Conditions -- School Leadership	91.30%	91.30%	91.30%	91.30%
Percentage of New and KTIP Teachers	0.02%	0.02%	0.02%	0.02%
Percentage of Teacher Turnover	3.50%	3.50%	3.50%	3.50%
Additional School Measures (Optional)				
Example: Overall Effectiveness of Teachers and Leaders (not required)	Exemplary/Accomplished	Exemplary/Accomplished	Exemplary/Accomplished	Exemplary/Accomplished
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)	High/Expected	High/Expected	High/Expected	High/Expected

2017-2018 Phase II: KDE Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

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Understanding Continuous Improvement: The Needs Assessment

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ATTACHMENT SUMMARY.....

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

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

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Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.
- 44.2% of non-duplicated gap students scored proficient on KPREP reading compared to the state average of 36.1% -19.5% of non-duplicated gap students scored distinguished on KPREP reading

compared to the state average of 10.4% -We saw a 7.6% increase among non-duplicated gap students in Reading from 2015 to 2016 -37% of non-duplicated gap students scored proficient on KPREP math compared to the state average of 29.7% -12.7% of non-duplicated gap students scored distinguished on KPREP math compared to the state average of 6.2% -13.4 average years of teaching experience compared to 11.9 state average -44.7% of our teachers have a Rank I compared to 28.9% state average

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Priorities/Concerns

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

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

-68.1% of students scored proficient/distinguished which is slightly lower than district of 70.4%
 -54.8% of students scored proficient/distinguished which is lower than district of 57.9% -62.8% females scored proficient/distinguished compared to 39.1% males -61.3% males scored proficient/distinguished compared to 48.8% females

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Trends

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

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

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Potential Source of Problem

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

- 1- Deployment of Standards
- 2- Delivery of Instruction
- 3- Assessment Literacy
- 4- Review, Analyze and Apply Data Results
- 5- Design, Align and Deliver Support Processes with Sub-group Focus
- 6- Establish a Learning Culture and Environment

Each year our teachers work together by departments to create a syllabus and curriculum map that is aligned to The Kentucky Academic Standards. The curriculum maps are utilized by each teacher

drive their instruction. The complete document is displayed in the classroom and consistently used by all staff. Teachers check off the content as it is covered and notes are made to review content as needed. The teachers are divided into a professional learning community (PLC) which involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. These teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members. PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes. We have a bi-weekly meeting as a team that includes each content teacher and administration to focus on student needs. Teachers place students on a Watch List, these watch lists are monitored daily and the students on this list are placed in our 21st Century Program where they get extra instruction in a smaller classroom setting. Also, our special needs department will work together to monitor progress on a weekly basis using AimsWeb. They will work to increase the test scores among our special needs population. We will also staff a special needs teacher in the after-school program several days a week to cover tutoring services. All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Reading Series. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Students are leveled in reading classes based on MAP scores. Each student is placed in class based on individual needs. During library time mini lessons on reading strategies have been added to enhance learning and practice skills. Also, students take MAP Assessment to find out what skills they need to focus on. Teachers use the data to drive their instruction and students are placed in classes to meet their needs.

ATTACHMENTS

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

Strengths/Leverages

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

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

-Reading scores increased from 61.2% of students scoring proficient/distinguished to 68.1% in 2016-17. -Math scores increased from 53.1% of students scoring proficient/distinguished to 54.8% in 2016-17. -Social Studies novice dropped from 3.3% to 2.3%. -Writing scores increased from 48.3% of students scoring proficient/distinguished to 52% in 2016-17.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: School Safety Report_10032017_12:55

Phase II: School Safety Report

Whitley County Middle School

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

Last Modified: 08/01/2018

Status: Locked

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Phase II: School Safety Report**School Safety Diagnostic for Schools****School Safety Requirements**

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

Yes

ATTACHMENTS

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

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

Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

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

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

Provide the date of adoption in the comments box below.

October 7, 2013

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 14, 2017

ATTACHMENTS

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

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

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

August 21, 2017

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 3, 2016 August 18, 2017

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

August 31, 2017

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 CSIP Phase II: KDE Title I Annual Review

CSIP Phase II: KDE Title I Annual Review

Whitley County Middle School

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

Last Modified: 08/01/2018

Status: Locked

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CSIP Phase II: KDE Title I Annual Review

Title I Annual Review**1. Comprehensive Needs Assessment**

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

Guiding Questions:

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

What needs did the data identify?

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

What achievement gaps were identified?

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

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

The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets from 2016-2019. Recent assessment results and the school report card were the main sources of data. Our improvement goals will focus on the following areas: 1. novice reduction in math and reading 2. increasing the percentage of students scoring proficient/distinguished in on-demand writing 3. increasing the percentage of students scoring proficient/distinguished in math 4. increasing the percentage of students scoring proficient/distinguished in reading Student Performance Levels: 68.1% scored P/D in Reading with 9.2% Novice 54.8% scored P/D in Math with 9.9% Novice 52% scored P/D in Writing with 6.3% Novice Disaggregated performance data reveals: In reading our schools were close by grade levels. Seventh grade scored 72.4% P/D with 7.6% Novice and eighth grade scored 64.2% P/D with 10.6% Novice. However in math, eighth grade had 3.2% more students score P/D with 4.8% less scoring Novice. We offer our students data driven instruction in reading through programs including Corrective Reading, Reading Coach, Study Island, Reading Works, and Jamestown Series with an Intervention Teacher. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to PinPoint remedial instruction. Title 1 funds accommodates our needs for an Intervention and a PinPoint teacher. WCMS is proud to provide students the opportunity to participate in after-school enrichment activities which include 21st Century that is focused on getting our students college and career ready. We use MAP scores to analyze student growth throughout the school year and we have huge gains with students that are enrolled in Intervention Reading and PinPoint Math.

ATTACHMENTS

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

2. Schoolwide Reform Strategies

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

Guiding Questions:

Was the schoolwide plan implemented as written?

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

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

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

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

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

The schoolwide plan was implemented with several goals for the academic school year. Our goal is to increase the average combined reading and math K-PREP scores for middle school students from 61.45% to 74.3% in 2020. The middle school uses MAP scores to measure student academic progress for each grade level and subject area. Math and Reading reports are analyzed to determine placement in instructional programs. Teachers, principals, and intervention teachers will review students' test scores to determine initial placement in instructional programs. The selected students will take an intervention math or intervention reading class based on their individual needs in order to increase their academic growth. Students that fall below grade level in math or reading receive an extra math or reading class to give them extra assistance and try to raise their academic progress. Whitley County Middle School has an Intervention Reading Teacher and a PinPoint Math Teacher to teach these classes through Title 1 funding. SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students. Students that are taking these classes have shown growth and an increase in achievement on the MAP test. A variety of strategies have been implemented to increase student achievement. Data Rooms have been set up to monitor student progress bi-weekly. Teachers meet with an administrator bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers then decide if students need to be placed on the watch list based on those discussions. Administrators meet with the students on the watch lists and encourage them to attend tutoring services offered through our 21st Century. Students that attend tutoring show improvement in grades throughout the semester and significant growth on MAP testing throughout the school year. All teachers participate in weekly grade level PLCs. Teachers document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms. Each department works together to develop common assessments that require students to use content knowledge. Teachers then meet to discuss student progress on these assessments and plan how to improve student progress.

ATTACHMENTS

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

3. Professional Development

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

Guiding Questions:

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

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

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

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

Teachers Professional Growth and Effectiveness System self-reflections and evaluations, which are aligned with the Kentucky Framework for Teachers are tools Whitley County Middle school uses to assess professional development needs. Teacher responses to the TELL KY Survey is another measure, in which teachers identify their own professional learning needs. Analysis of K-Prep and MAP assessment data is also used to help identify areas of improvement in which professional development may play a role. At the end of the school year, administration sends an email asking for teacher input to help plan professional development. All professional development activities must support the goals identified as a result of the Needs Assessment. According to student achievement data, the professional development implemented during the 2016-2017 school year was effective in addressing the identified areas of concern and helping the staff achieve the goals and objectives. Professional development is required for all staff members, including principals and teachers is customized to meet their individual needs and roles in achieving school-wide goals.

ATTACHMENTS

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

4. Family Engagement

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

Guiding Questions:

How much Title I money was spent on family engagement?

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

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

Family engagement activities are supported by Title I funds in so far as the personnel made possible by said funds are instrumental in providing those activities. For example, the school hosts spotlight on students to increase parent involvement in the learning process. This encourages parents and students to become lifelong learners. The school attracts families and students by celebrating student success. The FRC staff and Title I staff help with all activities. Staff assists in providing Open-House and Parent-Teacher Conference opportunities. All 21st CCLC staff is made up of regular daytime and Title I staff, and they facilitate parent activities in conjunction with and as a part of the after-school program. Activities are designed to help parents be active participants in their child's education as well as to assist them in providing stable social, emotional, and physically safe environments for themselves and their children. One of the goals of our school has been to increase family involvement in their children's education through these activities and programs, and attendance is gradually increasing. Another way WCMS encourages family engagement is through the PAVE program. Parents As Volunteer Educators is an established and successful volunteer program organized and maintained by Title I School/Home/Community Liaison.

Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become Volunteer educators. Also, our FRC host grandparent workshops to support school and community involvement. School staff works to ensure trusting relationships with parents from the moment students are enrolled. Staff members meet with parents to establish a connection from the beginning at open house. Parents and teachers exchange e-mail addresses to encourage continuous and meaningful communication about their student's academic goals and progress. Parents enrolling new students always meet and speak with the principal and guidance counselor. Parents and guardians are always welcome and treated respectfully; they are invited to participate in a variety of events, activities, and roles in the school such as: open house, parent teacher conferences, spotlight on students, cultural fair, choir programs, field trips, extra-curricular events, etc. These events are hosted regularly, and all parents are encouraged to attend and participate. Communication between home and school is a priority in establishing and maintaining a partnership with parents. Multiple tools are used to enhance two-way communications are used to communicate academic goals, class work, homework, grades, social and behavioral expectations and progress, assessment data, etc. Administration and our school board use a one-call system to send messages to all guardians. Teachers use e-mail and classroom phones to communicate with parents. Parents are also provided a parent portal password that allows them to check their child's grades. Many teachers also use the Remind app to communicate on a daily basis for parents who prefer this mode of communication. All parents are provided opportunities, in addition to an open house and any two spotlight nights, to meet with staff to discuss student academic progress as well as to address any other questions or concerns from all parties involved in their child's educational program.

ATTACHMENTS

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

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

Guiding Questions:

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

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

How effective were these strategies?

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

Whitley County District staff, and Bell-Whitley Preschool staff collaborate to encourage attendance in preschool programs and to facilitate smooth transitions between preschool and Kindergarten. These staff members work together to plan and implement activities to engage students and share information with parents during scheduled parent meetings throughout the year. When students are in 6th grade, WCMS invites the students from each elementary school to participate in activities. WCMS staff works to help students understand middle school routines and expectations. Also, all sixth grade students take a field trip to the middle school at the end of sixth grade to meet the staff, explore the facilities, and participate in activities during the course of a normal middle school day. WCMS staff goes over expectations and answers questions the sixth graders have. They are also given an opportunity to request placement in specific classrooms and areas. This helps sixth grade students have a more positive transition to the middle school.

ATTACHMENTS

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

6. Measures used to include teachers in decisions

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

Guiding Questions:

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

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

All teachers have the opportunity to attend district grade level meetings through the District Curriculum Team and the Grade Level Academies (held at the beginning of every school year). Common assessments are completed by departments when they meet weekly. These “common assessments” are used by all teachers in each grade level then the summative assessment data is analyzed and compared. Other academic assessments may be utilized by individual teachers as they deem necessary and desirable. In addition to academic assessments, Grade Level PLC Teams at each school and the District Curriculum Team work together to review data to analyze the effectiveness of the curriculum and resources used at each grade level. Curriculum Maps are reviewed, revised, and shared each year in all content areas. WCMS conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components. The comprehensive needs assessment is reviewed in our data meetings which are biweekly. Also the academic achievement data is evaluated. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students. MAP testing is completed three times a year. The results are reviewed at the beginning of the school year to determine individual student needs. Also, scores are re-evaluated in December after the 2nd round of map testing. The results will determine their needs and classes will be changed to meet them. Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. Also, these students are additions to our 21st Century Program. The students placed on the Above and Beyond List are recognized by administration.

ATTACHMENTS

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

7. Activities used to ensure students met Kentucky Academic Standards

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

Guiding Questions:

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

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

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

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

First, we identified students requiring additional instructional support in order to be successful. We used a universal screener to help identify students scoring below grade level in math and reading.

Teachers provided intervention strategies that are research-based and matched to individual student needs. Outcomes were measured periodically to determine effectiveness and ensure student growth. When students' instructional support needs are determined to be more extensive than what a classroom teacher can implement alone. Interventions may include low teacher-student ratio instruction, pull-out services, alternate curriculum resources, or intervention teacher. Progress is monitored weekly, and plans are updated after a period of six to twelve weeks to ensure student growth goals are being met. MAP assessments are used which is a nationally normed assessments allow us to not only identify students who may be struggling in reading or math, but to also assess and align our curricular methods to ensure that we are meeting all of our students' needs. Teachers and the principal carefully student assessment results to inform instructional and curricular decisions. Another initiative was supported by the 21st Century summer learning program by providing access to literacy resources and instruction year round. Students are grouped in ability-level groups in which instruction is focused on targeting individual strengths and weaknesses as identified by formative and summative assessment measures. Instructional strategies and student progress were shared with classroom teachers to create continuity in instructional practices and eliminate instructional gaps. To erase the math gap, teachers, the principal, the math intervention teacher (MIT), and the Title 1 Math Interventionist reviewed students' norm-referenced scores to determine initial placement. These students are placed in PinPoint Math and the students work in small ability groups on skills specifically designed to target their weaknesses. These students also have an extra math class at their grade level with a low teacher-student ratio. We have made closing the achievement gap a school-wide responsibility. All staff members participate in weekly Professional Learning Committee (PLC) meetings to use formative and summative assessment measures and other research on students' performance to inform instruction, identify strategies and resources to increase student success, and engage in ongoing professional development. Instructional leaders attend highly-effective and research-based professional development sessions, including the Literacy Design Collaborative and the Math Design Collaborative, and then share the strategies with their peers in PLCs and other modes of professional development. We have set high expectations for all students and provide a rigorous, deep curriculum that is aligned to Common Core standards to ensure that all of our students are prepared for a continuing education. Teachers work together to develop and use varied, effective strategies to instruct diverse learners, and they collaborate to find solutions to address individual student weaknesses and setbacks. Teachers and the principal communicate high expectations to students, parents, and the community, and they work diligently to keep parents informed and involved in their students' academic growth. Instructional time is safeguarded so that student learning is maximized. School staff, students, parents, community members, and district personnel have worked together to provide a safe, orderly learning environment for all students. This environment entirely focused on the business of learning has imparted the idea that our school takes learning very seriously and has made being a productive member of the school team a priority for all students. In addition to addressing academic needs, we implemented strategies to address students' social, emotional, and physical needs as well. By establishing a partnership with Comprehensive Care and providing on-site and off-site counseling services, we were able to meet the needs of students experiencing temporary and on-going mental health issues. Teachers are able to make referrals for counseling services for students whose learning is impaired by these issues. We also established a partnership with our local health department to provide an on-site health expert able to remedy minor health issues and provide referrals for more serious needs. Our staff worked with these and other professionals to develop 504 Plans for students in need of accommodations to overcome barriers resulting from social, emotional, or physical concerns. Our Family Resource Center (FRC) also worked with these partners as well as with other community organizations, to meet the needs of students and their families. In addition to providing funding and material resources to meet basic needs, the FRC offered parenting courses, adult education, health and fitness awareness, and other classes designed to enhance the over-all

quality of life for our students and their families. A final strategy we used to close the achievement gap was our use of digital learning. By integrating digital content into the curriculum, students are more engaged and therefore more motivated to attend to instruction. Each student has a Chrome Book that they get each morning to use in each class. Teachers have participated in professional development designed to help them use electronic resources to align with standards in all content areas, to collect data to assess the effectiveness of the digital content and delivery, and to make adjustments accordingly. WCMS uses smartboard technology, smart response system clickers, Chrome Books, and iPads have increased student participation and maximized instructional time. Current assessment data indicates the strategies and activities we are currently using are highly effective.

ATTACHMENTS

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

8. Coordination and integration of programs

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

Guiding Questions:

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

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

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

The school coordinates to integrate programs and funds available to implement the Title I School wide program. We offer support to students through activities and intervention teachers such as Title I Reading and Title I Math teachers. Funds are made available for Whitley County Middle School to plan a spotlight on students that is partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to see student work and to help stimulate student/parent collaboration in the education process. The funding allocated for Title I teachers and resources are vital to the success of the students at Whitley County Middle School. These teachers and resources allow students to benefit from more small group instruction and valuable instructional materials they would not have without Title I funding. Our school uses money from programs such as Title I, 21st Century, Math Intervention grant, and Reading Intervention grants to provide specialized individual and small group instruction for students to improve achievement and enrichment activities. Students who receive services from these programs benefit from programs such as morning and afternoon tutoring, in school and after school one on one or small group reading instruction, practical living instruction, specialized instruction in reading and math, and various enrichment activities.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 Phase III: Closing the Achievement Gap

Phase III: Closing the Achievement Gap

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

We used the School Report Card to analyze trends in performance for the groups identified as gap populations in our school. These groups included Students with Disabilities and Students eligible for Free/Reduced Meals. The Achievement Gap Group spreadsheet is attached.

ATTACHMENTS

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

II. Achievement Gap Analysis

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

The school climate at Whitley County Middle School is cordial, inviting, and supportive. When you walk onto our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members treat students fairly and with respect. Parents feel welcome and valued as they enter our school. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision. We accept the responsibility of ensuring that all students, regardless of gender, race, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. The quality of instruction is high, and our educators' attitudes are positive and emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. 81% of the student population is eligible for free/ reduced meals, and 16% of the student population receives special education services. Because the gap group makes up 82% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley County Middle makes it their top priority to meet the needs of all students.

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

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

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

In the area of Reading, Students Eligible for Free/Reduced Meals increased from the 2015-2016 year score of 56.1 to the 2016-17 year score of 63.4, and Students with Disabilities increased from the 2015-16 year score of 67.1 to the 2016-17 year score of 75.6. In the area of Math, Students with Disabilities increased from the 2015-16 year score of 69.9 to the 2016-17 year score of 76.8. We had a gain of 6.9 with our Students with Disabilities and met the delivery target in the 2016-17 school year. However, in math Students Eligible for Free/Reduced Meals did not meet delivery target for 2016-17 with a slight decline from 49.7 to 49.5. In the area of Social Studies, the school report card shows that Students Eligible for Free/Reduced Meals Students with Disabilities did not meet their delivery target for the 2016-17 school year. In the area of Writing for the 2015-16 school year, Students Eligible for Free/Reduced Meals exceeded the 2016-17 school year by 5, but Students with Disabilities failed to meet their delivery target by a margin of 1.6 points, and the Gap Group met their delivery target by a margin of 4.8 points.

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

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

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

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

ATTACHMENTS

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

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

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

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

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

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

III. Planning the Work

Review the following flowchart to aid in completing the work.



Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.



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

Closing the Gap Attached

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group	Gap Groups	I
 Measurable Gap Goal	Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
Students Eligible for Free/Reduced Meals 467	81%
Students with IEP (Disabilities) 94	16%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase Proficient/Distinguished in Writing for Students with Disabilities by 10% for the 2017-18 school year	Design, align, and deliver support processes with sub-group focus	1. Teachers will collaborate to identify individual and group weaknesses in writing. 2. Rubrics will be used to assess student growth. 3. K-PREP scrimmages will be held periodically throughout the school year.	Instructional leaders, regular classroom teachers, and special education teachers	Analysis of student work, student growth goals, common rigor assessments, scrimmages	No additional funding needed

2017-2018 Phase III: Goal Builder for Schools

Phase III: Goal Builder for Schools

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Upload your completed Goal Builder in the attachment area below:

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

N/A

ATTACHMENTS

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Attachment Name	Description	Item(s)
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Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the average combined reading and math K-Prep scores for all students from 63.3% in 2017 to 79.4% in 2019.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/17—5/18</td><td>Teachers & SBDM Council</td><td>No funding required</td></tr><tr><td>1B</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2A</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2B</td><td>8/17—5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>3A</td><td>8/17—5/18</td><td>Teachers and Principal</td><td>21st CCLC funds</td></tr><tr><td>3B</td><td>8/17—5/18</td><td>Teachers</td><td>Instructional & 21st CCLC funds</td></tr></table>				Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/17—5/18	Teachers & SBDM Council	No funding required	1B	8/17—5/18	Teachers	No funding required	2A	8/17—5/18	Teachers	No funding required	2B	8/17—5/18	Teachers	No funding required	3A	8/17—5/18	Teachers and Principal	21 st CCLC funds	3B	8/17—5/18	Teachers	Instructional & 21 st CCLC funds
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																														
Objective 1: Collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 79.4% by 6/30/2018, as measured by the K-Prep Assessment.	1.Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curriculum gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2017—5/2018 PLC and SBDM Minutes	\$0 – No Funding Required																														
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2017—5/2018 Data Notebooks and PLC Minutes	\$0 – No Funding Required																														
	2.Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades,	Summative assessment measures, such as MAP,	8/2017—8/2018	\$0 – No Funding																														

Goal 1: Increase the average combined reading and math K-Prep scores for all students from 63.3% in 2017 to 79.4% in 2019.					
		and between content areas to ensure curriculum maps and instructional materials are aligned with common core standards.	Common Assessments, and K-Prep	PD Logs, Teachers' Meeting Agendas, and PLC Minutes	Required
		B. Teachers will emphasize to students the importance of applying mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, Common Assessments, and K-Prep	8/2017—5/2018 Lesson Plans and Formal/Informal Observations	\$0 – No Funding Required
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2017—5/2018 21 st CCLC Program offerings and attendance	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		B. Teachers will use Study Island, IXL Math and Language, Google Classroom, Read Theory, and BrainPOP in order to enhance instruction in all subject areas, increase student engagement, and to provide more individualized instruction to all students.	Summative assessment measures, such as MAP, IOWA, Common Assessments, and K-Prep and attendance in 21 st CCLC	8/2017—5/2018 Lesson Plans and Formal/Informal Observations	\$0 – No Funding Required

2: Gap

State your Gap Goal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2017 to 76.9% in 2019 as measured by the K-Prep Assessment.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2017 to 76.9% in 2019 as measured by the K-Prep Assessment.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ol style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>9/17-5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>1B</td><td>On-going</td><td>Teachers</td><td>Instructional</td></tr><tr><td>1C</td><td>9/17-5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2A</td><td>On-going</td><td>Teachers</td><td>Instructional</td></tr><tr><td>2B</td><td>On-going</td><td>Teachers</td><td>Instructional</td></tr><tr><td>2C</td><td>On-going</td><td>Teachers & Principal</td><td>Instructional & 21st CCLC</td></tr><tr><td>2D</td><td>On-going</td><td>Teachers & Principal</td><td>Instructional & 21st CCLC</td></tr><tr><td>2E</td><td>On-going</td><td>21st CCLC staff, FRC staff, teachers & principal</td><td>21st CCLC funds & McKinney-Veto Grant/FRC</td></tr><tr><td>3A</td><td>On-going</td><td>Teachers & Principal</td><td>No funding required</td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	9/17-5/18	Teachers	No funding required	1B	On-going	Teachers	Instructional	1C	9/17-5/18	Teachers	No funding required	2A	On-going	Teachers	Instructional	2B	On-going	Teachers	Instructional	2C	On-going	Teachers & Principal	Instructional & 21 st CCLC	2D	On-going	Teachers & Principal	Instructional & 21 st CCLC	2E	On-going	21 st CCLC staff, FRC staff, teachers & principal	21 st CCLC funds & McKinney-Veto Grant/FRC	3A	On-going	Teachers & Principal	No funding required
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase overall reading and math proficiency ratings for all students in the non-duplicated gap group from 59% to 76.9% by 6/30/2018, as measured by the K-Prep Assessment.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in PinPoint Math or Intervention Reading, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and Common assessments	9/2017—5/2018 Progress Reports for students receiving services	\$0 – No Funding Required
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention.	Student growth, as evidenced by MAP & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	\$0 – No Funding Required
		C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus,	9/2017—5/2018 PLC minutes and	Title I funding

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2017 to 76.9% in 2019 as measured by the K-Prep Assessment.					
			Common Assessments, classroom data, and K-Prep	Progress monitoring data	
	2. Design, Align and Deliver Support	A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Student data notebooks and teacher schedules	Title I funding
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 st CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 st Century Grant
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st	\$0 – No Funding Required

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2017 to 76.9% in 2019 as measured by the K-Prep Assessment.					
		educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.		CCLC, FRC, and school events	

3: Graduation rate

State your **Graduation rate** Goal

Goal 3:					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 7. KCWP 1: Design and Deploy Standards 8. KCWP 2: Design and Deliver Instruction 9. KCWP 3: Design and Deliver Assessment Literacy 10. KCWP 4: Review, Analyze and Apply Data 11. KCWP 5: Design, Align and Deliver Support 12. KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

Goal 3:					

Goal 4: Increase the student growth percentile by 2% from the current score of 63.5% as measured by the accountability calculator.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 13. KCWP 1: Design and Deploy Standards 14. KCWP 2: Design and Deliver Instruction 15. KCWP 3: Design and Deliver Assessment Literacy 16. KCWP 4: Review, Analyze and Apply Data 17. KCWP 5: Design, Align and Deliver Support 18. KCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		Strategy/Activity	Timeline	Person Responsible	Funding Source
		1A	8/17-5/18	Teachers	No funding required
		1B	8/17-5/18	Teachers	MIT/RTA grants
		1C	8/17-5/18	Teachers & Principal	Instructional & 21 st CCLC
		2A	8/17-5/18	Teachers	No funding required
		2B	8/17-5/18	Teachers	21 st CCLC
		2C	8/17-5/18	Teachers	No funding required
		3A	8/17-5/18	Teachers & Principal	No funding required
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring	Funding

					Date & Notes
Increase the student growth percentile by 2% from the current score of 63.5% as measured by the accountability calculator.	Design, Align, and Deliver	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks	\$1,500 – General Fund; \$1,500 – 21 st Century Grant
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks	\$0 – Math Achievement Fund
		C. Teachers will use IXL, Study Island, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, or extended learning through the 21 st CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
	3. Design and Deliver Assessment Literacy	C. 21 st CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, and K-Prep data will be used to identify instructional needs. A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes Scrimmage Test Results	August 2017 –May 2018 KPREP scores, MAP scores, and Data Notebooks December 2017-May 2018 Scrimmage test data and PLC Minutes	\$1,000 – General Fund \$1,000 – 21 st Century Grant

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Increase students scoring P/D in reading, math, and science in the 7 th grade in reading, math, and science in the 7 th grade from an overall average of 62.8% to 65.9%. Also, increase students scoring P/D in reading, math, social studies, and writing in the 8 th grade from an overall average of 61.8% to 64.9%.																													
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 19. KCWP 1: Design and Deploy Standards 20. KCWP 2: Design and Deliver Instruction 21. KCWP 3: Design and Deliver Assessment Literacy 22. KCWP 4: Review, Analyze and Apply Data 23. KCWP 5: Design, Align and Deliver Support 24. KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/17-5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>1B</td><td>8/17-5/18</td><td>Teachers</td><td>Instructional & 21st CCLC</td></tr><tr><td>1C</td><td>8/17-5/18</td><td>Teachers</td><td>No funding required</td></tr><tr><td>2A</td><td>8/17-5/18</td><td>Teachers & Principal</td><td>No funding required</td></tr><tr><td>2B</td><td>8/17-5/18</td><td>Teachers</td><td>No funding required</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/17-5/18	Teachers	No funding required	1B	8/17-5/18	Teachers	Instructional & 21 st CCLC	1C	8/17-5/18	Teachers	No funding required	2A	8/17-5/18	Teachers & Principal	No funding required	2B	8/17-5/18	Teachers	No funding required
Strategy/Activity	Timeline	Person Responsible	Funding Source																										
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2A	8/17-5/18	Teachers & Principal	No funding required																										
2B	8/17-5/18	Teachers	No funding required																										
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																								
Objective 1: Increase students scoring P/D in reading, math, and science in the 7 th grade in reading, math, and science in the 7 th grade from an overall average of 62.8% to 65.9%. Also, increase students scoring P/D in reading, math, social studies, and writing in the 8 th grade from an overall average of 61.8% to 64.9%.	1. Design and Deliver Instruction	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2017—5/2018 Data Notebooks and PLC Minutes	\$0 – No Funding Required																								
		B. Teachers in all grade levels will use IXL and Study Island to extend practice in Language Mechanics and Writing, to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/17-5/18 Data notebooks, IXL reports, and Scrimmage Test results	\$0 – No Funding Required																								
		C. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom	8/17-5/18 Data notebooks and Scrimmage Test	\$0 – No Funding Required																								

Goal 5: Increase students scoring P/D in reading, math, and science in the 7 th grade in reading, math, and science in the 7 th grade from an overall average of 62.8% to 65.9%. Also, increase students scoring P/D in reading, math, social studies, and writing in the 8 th grade from an overall average of 61.8% to 64.9%.					
		effectiveness.	tasks	results	
Objective 2:	2. Design, Align and Deliver Support	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/17-5/18 Scrimmage Test results and PLC Minutes	\$0 – No Funding Required
		B. Students will track their progress in writing and in grammar mechanics, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. These strategies will increase student engagement, self-awareness, and motivation. MAP scores will be analyzed and students will be placed in PinPoint and Intervention Reading to meet their individual needs.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/17-5/18 Data notebooks	\$0 – No Funding Required

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

Goal 6:		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> 25. KCWP 1: Design and Deploy Standards 26. KCWP 2: Design and Deliver Instruction 27. KCWP 3: Design and Deliver Assessment Literacy 28. KCWP 4: Review, Analyze and Apply Data	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Goal 6:					
29. KCWP 5: Design, Align and Deliver Support 30. KCWP 6: Establishing Learning Culture and Environment		<ul style="list-style-type: none">KCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

2017-2018 Phase III: Executive Summary for Schools

Phase III: Executive Summary for Schools

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 08/01/2018

Status: Locked

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Phase III: Executive Summary for Schools

Executive Summary

Description of the School

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

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 559 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School. Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our school is served by one principal, two assistant principals, one guidance counselor, one librarian, one speech pathologist, 42 certified classroom teachers, one school nurse, two comprehensive care counselors, six instructional assistants, one office manager, one attendance clerk, two secretaries, five custodians, and seven cafeteria staff. Our faculty is comprised of dedicated, dynamic educators, who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. In each of our classrooms, we have Smart Board Technology and each of our students is provided chrome books. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail which provides the community with many opportunities for educational and recreational experiences. We have one full time, certified Family Resource Center coordinator and an assistant who works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community need that we can address each year. We have established partnerships with outside agencies to provide the many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors to help meet student needs. Whitley County has a population of 36,096, 97.1% of whom are white, 0.8% African American, 1% Hispanic, and 1.4% two or more races. The median household income is \$31,014 with 26% of the population below the poverty level; the median household income for the state of Kentucky is \$43,740 with 18.5% at the poverty level. The demographics of our students are similar to those of the county with 97.9% of our students being white, 0.3% African American, 0.7% Hispanic, 0.2% Asian, and 0.9% two or more races. 80.7% of our students are eligible for free or reduced lunch, as compared to 60.8% of the students in the state of Kentucky. WCMS believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the 21st Century Colonels Care Program which allows our students a hands-on approach to improve achievement. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future.

ATTACHMENTS

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

School's Purpose

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

We, the staff and parents of Whitley County Middle School, believe that all students can learn and acknowledge that we control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, or economic status, acquire the essential skills,

knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment". We are proud of the opportunities afforded to all students at Whitley County Middle School. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies. In addition to the exemplary education provided by whole class instructional models, students at WCMS receive individualized educational opportunities through a variety of programs. The vision of Whitley County Middle School is to provide our students with the opportunities and expectations to achieve academic excellence. We offer our students numerous extracurricular opportunities including 21st Century Learning Programs. Our curriculum is aligned with state standards and offers a variety of strategies to enhance student achievements, while developing them into 21st century learners. It is our goal for all students to be successful and reach their academic goals and full potential. We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our 21st Century Program, we offer Art Club, Robotics, Homework Help, Beta Club, Healthy Colonels, and Tutorial Services. As we provide educational opportunities, students will be able to learn regardless of learning style. Our goal is to reach all learners. During school, we offer individualized opportunities for all students. Through our enrichment class, we have small group and individualized instruction for reading and math. These classes provide remediation and enrichment activities for all students. These interventions seek to eliminate barriers to learning experienced by students who are at-risk in the areas of reading and math while providing support for students who may feel overwhelmed by seemingly unreachable goals. The enrichment classes challenge our gifted learners and allow those students to earn high school credit. Our school uses standards and guidelines as well as rules, goals, and expectations to ensure equality for all students. SBDM policies ensure equal access to all classes and programs. All students are eligible to and encouraged to participate in extracurricular activities such as 21st Century programs, Academic Academy, sports programs, such as soccer, football, cheer leading, and basketball, and clubs such as Christian Youth. Furthermore, school staff analyzes data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. We believe that it is our positive attitude and strong work ethic that can make all the difference by conveying our confidence in our students' ability to reach their potential.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

In the last three years, Whitley County Middle School has made several important achievements in the areas of academics and extra-curricular activities. According to the 2017 K-Prep Assessment Results, 68.1% of Whitley County Middle School students scored at the Proficient/Distinguished

level in Reading, as compared to 56.9% at the state level. In Math, 54.8% of WCMS students scored at the Proficient/Distinguished level, as compared to 49.1% at the state level. In 2015-16 student achievement was 82.2, gap was 57.8, and growth was 62.3 compared to 2016-17 student achievement 84.8, gap 76.3, and growth 64.8. WCMS showed growth in each of the areas with significant growth in gap. In Reading, novice decreased 3.1% and proficient/distinguished increased 7.9% with gap group reduction from 14.6 to 10.8. In Math, students scoring novice decreased from 12% to 9.9% and proficient/distinguished increased from 53.1% to 54.8% with gap group reduction from 13.1% to 11.4%. In Social Studies students scoring novice decreased from 3.3% to 2.3%. In On-Demand Writing, proficient/distinguished increased from 48.3% to 52%. As a result of the gains we made for the 2016-2017 K-Prep, WCMS received an award from the South East South Central Coalition (SESC) for: Silver Medalist in Gap. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state. With these achievements in mind, we also have several areas of needed improvement. Notable areas of improvement include writing on-demand, math, and reading. Whitley County Middle School will make necessary adaptations to improvement areas throughout the school year. In order to increase student achievement and ensure that all of our students acquire essential skills necessary to function as productive citizens, Whitley County Middle School will implement successful programs and use a variety of teaching strategies. Teachers at WCMS assess their students within each content specific area using a common assessment, thus providing a standard based analysis of student performance. This data will drive our instructional practice. Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on Watch Lists. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. WCMS teachers meet bi-monthly within his/her specific teams to analyze common assessment data, review student performance and progress, and address concerns or issues within the individual teams student body. There is a difference between the number of girls and boys scoring P/D in both Reading and Math, with boys outscoring girls by 12.5% in Math. At the same time, girls scoring P/D in Reading outnumbered boys by 4.6%. This is unacceptable and of some concern. Therefore, we have already begun implementing plans for addressing this gap in achievement. To address the gap in reading and math between boys and girls, individual attention will be paid to the achievement of specific students, with differentiation of instruction being the primary instructional approach. This strategy will also be employed to address the gap. Teachers will use data analysis during PLCs and other common planning times to evaluate individual and group performance on both formative and summative measures of reading and math. Then they will adjust instruction to meet student needs accordingly. We see that the plans for improvement that we have implemented have been effective in bringing about growth, so those plans will be continued but also expanded. Teachers will continue to work with peer mentors and teacher leaders to evaluate and improve upon their teaching efficacy. Teachers have attended and will attend more writing professional development sessions to learn new strategies for teaching writing and language mechanics with an emphasis on the need for differentiated instruction in these areas. Teachers will also continue to use Study Island to supplement their students' practice of skills in language mechanics and writing fluency. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need. WCMS has a highly competitive sports program which includes our boys' and girls' basketball teams and soccer teams, football teams, volleyball, baseball, softball, cheerleaders, and the academic team. Our football team won conference in 2017 and we had three players selected for Team Ky. Our academic team qualified for state and robotics team placed 5th in region. A 7th grade girls' basketball player was selected for state all-tournament team. Our softball team won the conference for the past two years. As you can see, while Whitley Middle School has many notable achievements in the last three years, we are continually striving to better ourselves, our students, and our outcomes in all areas. We plan to continue increasing student achievement and growth in

all areas, with a particular goal of becoming a School of Distinction with a move into the top schools in the state.

ATTACHMENTS

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

Additional Information

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

The staff of Whitley County Middle School will continue to strive for excellence each school year. We will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Through hard work and dedication, our staff employs innovative, research-based instructional methods.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 Program Assurance Document

Program Assurance Document

Whitley County Middle School

Patrick Conlin

351 Blvd Of Champions

Williamsburg, Kentucky, 40769

United States of America

Last Modified: 01/02/2018

Status: Locked

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Program Assurance Document

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

Program Assurances Document

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

Choose Yes or No for each statement

Writing Program Assurances

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

1. All students will be recipients of writing instruction/experiences throughout the school year.

- ☒ Yes
- ☐ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

- ☒ Yes
- ☐ No

3. Students will write for a variety of audiences and purposes throughout the school year.

- ☒ Yes
- ☐ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

- ☒ Yes
- ☐ No

Global Competency/World Languages Program Assurances

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

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

(1). (Required for High Schools only)

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☒ **Yes**
- ☐ No

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

- ☒ **Yes**
- ☐ No

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

- ☒ **Yes**
- ☐ No

Visual and Performing Arts Program Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

Practical Living and Career Studies (PLCS) Program Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☐ Yes
- ☐ No
- ☒ N/A

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

K-3 Assurances

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

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

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

- ☐ Yes
- ☐ No
- ☒ **N/A**

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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