

2018-2019 Phase One: Continuous Improvement Diagnostic

Phase One: Continuous Improvement Diagnostic

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 09/28/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

Please see attachment below.

ATTACHMENTS

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

Part II:



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

Please see attachment below

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Part I Tell Survey	Rationale based on Tell Survey Results	1
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Part II: TELL Kentucky Survey

According to the 2017 Kentucky TELL Survey, one of our lowest areas was in Community Support and Involvement. 84.4% of teachers stated that they felt parents/guardians support teachers, contributing to their success with students.

Parent/guardian support is essential to student success. In hopes to increase parent/guardian support of teachers the school will intentionally integrate activities that will inform and encourage more meaningful two-way communication between teachers, students, and parents/guardians.

We plan to offer five to seven parent workshops throughout the school year to provide multiple learning opportunities for families to support their children's learning. In order to make parents and families more aware of support services in school and the community, we will devote a section of the school web page to promote family support services and draw more awareness to services that are available. WCIS offers a Family Math or Reading Night monthly to encourage parents to join their child in math or reading activities. The time for Family Reading and Math Nights will be changed from 3:30 – 5:30 to 4:00 – 6:00 in hopes that the new time will work better for parents' work schedules. Our Family Resource department has teamed up with us to help offer incentives to students and parents for coming to Family Nights. Classroom teachers will also offer incentives to students if they attend Family Nights throughout the school year. Our Save the Children program (STC) offers each child in the program a Family Engagement Checklist for parents to complete in order to improve effective communication, support children's learning, create family connectedness, and elicit feedback from parents about specific needs of their child. STC will follow up with a Family Engagement Planning Guide that helps track planned activities and the actions and resources needed to meet the needs of the students and their families. Our school will also offer a designated time for sixth grade parents/guardians to participate in a workshop that will allow them to learn about the progress of their child's individual learning plan (ILP).

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our parent involvement. Parent/family volunteers follow guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents/guardians of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students to provide 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 notes home, US mail, phone calls, One Call, 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. 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 secret ballot 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 Central Intermediate 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. Written notice is sent to newly elected council members.

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 based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments biannually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last Tuesday of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

The SBDM council parent members were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

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

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments biannually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

Susan Brashear, Whitley Central Intermediate Principal
Brandon Anderson, Whitley Central Primary Principal
Angela Baker, FRYSC Director Whitley Central Intermediate
Debbie Crusenberry, FRYSC Assistant Whitley Central Primary
Joy Begley, WCCP Save the Children Program Coordinator
Tonya Frazier, WCCP Save the Children Program Coordinator
Angela Bowlin, WCCP 21st Century Site Coordinator
April Bowman, WCIS 21st Century Site Coordinator
Brooke Canada, WCCP PTO President
Shannon Walker, WCCP PTO Treasurer
Kelly Clemens WCIS PTO President
Melissa Lawson WCIS PTO Treasurer

PLC Leaders

Vicky Walden--Kindergarten
Lisa Sweet--First Grade
Michelle Shelley -Second Grade
Jody Gambrell- Third Grade
Cindy Moses- Fourth Grade
Crystal Lyttle- Fifth Grade
Kim Lake- Sixth Grade
Krystal Bunch - Special Education

WCCP Site-Based Decision Making Council

Brandon Anderson, Principal
Stephanie Jones, Teacher
Chris Angel, Teacher
Jamie Bowman, Teacher
Stacy Moses, Parent Representative
Melissia Douglas, Parent Representative

WCIS Site-Based Decision Making Council

Susan Brashear, Principal

Cindy Moses, Teacher

Bryan Stewart, Teacher

Elizabeth Kidd, Teacher

Sherry Sulfridge, Parent Representative

Stephanie Patrick, Parent Representative

District Support Staff:

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and CIITS Contact

Ruth Osborne, District Science Coach and G/T Coordinator

Laurel Bowlin, District Writing Coach and 21st Century Coordinator

2018-2019 Phase Two: School Safety Report

Phase Two: School Safety Report

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes, 4/25/18

ATTACHMENTS

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

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

Please provide the date the school completed this discussion.

Yes, 8/24/18

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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

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

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

Yes

ATTACHMENTS

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ATTACHMENT SUMMARY

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

Phase Two: School Assurances

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

Whitley Central Intermediate School has grades 3-6.

ATTACHMENTS

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

Professional Development

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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

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

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Instructional Strategies

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Targeted Assistance Activities

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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Parent and Family Engagement

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

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

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Title I Application

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

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

- ☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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ATTACHMENT SUMMARY

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

Phase Two: The Needs Assessment for Schools

Whitley Central Intermediate School

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

See attachment below.

ATTACHMENTS

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

Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

See attachment below.

ATTACHMENTS

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Priorities/Concerns

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

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

See attachment below.

ATTACHMENTS

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

Trends

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

See attachment below.

ATTACHMENTS

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

See attachment below.

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%.

See attachment below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Needs Assessment - Current Academic and Non-Academic State	Current Academic and Non-Academic State with precise numbers and percentages	
 Needs Assessment - Protocol	Process used for reviewing, analyzing, and applying data results	
 Potential Source of Problem	Efforts to produce desired change	
 Priorities and Concerns	Identified areas of weakness with precise numbers and percentages	
 Strengths-Leverages	Strengths - Leverages	
 Trends	Analyzing data trends	

Understanding Continuous Improvement: Protocol

Analyzing & Applying Data Results

The purpose of the data analysis is to determine both strengths and areas of opportunity at each grade level. Once we have identified these areas for improvement in each grade level and subject we are then able to target those areas to improve our instructional techniques for that specific grade and subject.

The Whitley Central Intermediate School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Primary School, and other stakeholders. We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help us identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities. We have created a data wall with MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data on this wall is used to refer to continually to spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we specialize instruction to target those areas. I also meet periodically one on one with teachers to create a list of students in the lower range areas. We will monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on regular basis to discuss strategies, scores, and needed resources throughout the school year.

The goals are determined by data for components of proficiency (reading and math) separate academic indicator (science, social studies, and writing), and growth (reading and math). The school report card, MAP, KPREP, formative and summative assessments, and IOWA Achievement test for Grade 2-6, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey are the primary sources of data. As the data becomes available, it is discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDM Council leadership. We look at the data from our school report card and individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to areas success. Additionally, we compile an improvement list and include specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that could be put in place daily in their classrooms. The final step is discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Jodie Gambrell

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Connie Reeves

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

WCIS Site Base Decision Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Stephanie Patrick (parent), Sherry Sulfridge (parent)

WCIS PTO, President Kellie Clemens, Treasure Melissa Lawson

Whitley Central Primary Principal, Brandon Anderson

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrey & Linda Watson

WC Primary PTO, President Brooke Canada, Treasure Shannon Walker

WC Primary Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Bowman (teacher), Stacey Moses (parent), Melissia Douglas (parent)

Current State: Academic State

Data for the current academic state was retrieved from the Kentucky Department of Education website of supplemental data.

46% of third grade students scored distinguished on reading KPREP which is a 27% increase.

35% of third grade students scored proficient on reading KPREP which is the same percentage.

14% third grade students scored apprentice on reading KPREP which is a 13% decrease.

3% of third grade students scored novice on reading KPREP which is a 16% decrease.

32% of third grade students scored distinguished on math KPREP which is a 20% increase.

48% of third grader students scored proficient on math KPREP which is a 14% increase.

17% third grade students scored apprentice on math KPREP which is a 17% decrease.

1% of third grade students scored novice on math KPREP which is a 23% decrease.

29% of fourth grade students scored distinguished on reading KPREP which is a 7% increase.

43% of fourth grade students scored proficient on reading KPREP which is a 4% increase.

22% fourth grade students scored apprentice on reading KPREP which is a 3% decrease.

5% of fourth grade students scored novice on reading KPREP which is a 9% decrease.

40% of fourth grade students scored distinguished on math KPREP which is a 15% increase.

38% of fourth grade students scored proficient on math KPREP which is a 3% increase.

18% fourth grade students scored apprentice on math KPREP which is a 14% decrease.

3% of fourth grade students scored novice on math KPREP which is a 4% decrease.

33% of fifth grade students scored distinguished on reading KPREP which is a 15% increase.

43% of fifth grade students scored proficient on reading KPREP which is a 3% decrease.

13% of fifth grade students scored apprentice on reading KPREP which is an 8% decrease.

10% of fifth grade students scored novice on reading KPREP which is a 4% decrease.

34% of fifth grade students scored distinguished on math KPREP which is a 24% increase.

40% of fifth grade students scored proficient on math KPREP which is a 10% decrease.

21% fifth grade students scored apprentice on math KPREP which is a 10% decrease.

3% of fifth grade students scored novice on math KPREP which is a 6% decrease.

40% of sixth grade students scored distinguished on reading KPREP which is a 12% increase.

42% of sixth grade students scored proficient on reading KPREP which is an 11% decrease.

16% of sixth grade students scored apprentice on reading KPREP which is a 3% decrease.

2% of fifth grade students scored novice on reading KPREP which is a 1% increase.

37% of sixth grade students scored distinguished on math KPREP which is a 17% increase.

40% of sixth grade students scored proficient on math KPREP which is an 8% decrease.

21% sixth grade students scored apprentice on math KPREP which is an 8% decrease.

2% of sixth grade students scored novice on math KPREP which is a 1% decrease.

71% of 4th grade students scored proficient or distinguished in reading.

79% of 4th grade students scored proficient or distinguished in math.

77% of fifth grade students scored proficient or distinguished in reading.

74% of fifth grade students scored proficient or distinguished in math.

82% of sixth grade students scored proficient or distinguished in reading.

77% of sixth grade students scored proficient or distinguished in math.

Scores for the two gap groups of free/reduced lunch and students with disabilities are:

Free/Reduced Lunch – Reading

6.4% novice

18% apprentice

44.5% proficient

Free/Reduced - Math

3.8% novice

23.8% apprentice

43.6% proficient

31.1% distinguished

28.8% distinguished

75.6% proficient/distinguished

72.4% proficient/distinguished

Students with disabilities – Reading

Students with disabilities - Math

5.6% novice

5.6% novice

9.6% apprentice

14.4% apprentice

33.4% proficient

33.6% proficient

51.2% distinguished

46.4% distinguished

84.8% proficient/distinguished

80% proficient/distinguished

Non-Academic Current State

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2017-2018 school year 75.94% of the students at Whitley Central Intermediate School qualified for free and reduced price lunch. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 11.47% qualified for gifted and talented services, 3.5% were homeless, and 26% qualified for special education services.

- Attendance plays a vital role in student performance. The average daily attendance percentage at Whitley Central Intermediate School for 2017-2018 school year was 95.03%. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Our counselors have served an average of 104 students per year the past two years.

-The number of behavior referrals has decreased from 151 behavior referrals in 2016-2017 to 127 behavioral referrals in 2017-2018.

Current State: Priorities and Concerns

Based on 2017-2018 KPREP data, our school showed a drastic decrease in the percentage of students scoring novice. Only 5.7% of our student population scored novice in reading and 3.5% in math. The number of students scoring novice in reading and math in the gap groups was also very low. An average of 6% of students in the gap groups scored novice in reading and 4.7% in math, as compared to an average of 13.7% the previous year.

For the 2018-2019 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress.

Based on 2017-2018 KPREP data 16.9% of students did not earn growth points in reading and 34% of students did not earn growth points in math. So, our goal for 2018-2019 will be to decrease the percentage of students not receiving growth points in reading from 16.9% to 8%. In math our goal will be to decrease the percentage of students no receiving growth points in math from 34% to at least 24%.

Based on 2017-2018 KPREP data 53% of fourth grade students scored proficient or distinguished in science. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in science from 53% to 60%.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in writing from 53% to 60%.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in social studies from 67% to 70%.

Current State – Trends

We see academic trends:

2015-2016 – 12% of students score novice in reading.

2015-2016 – 8.9% of students score novice in math.

2016-2017 – 11.9% of students scored novice in reading.

2016-2017 – 9.9% of students scored novice in math.

2017-2018 – 6% of students scored novice in reading.

2017-2018 – 3% of students scored novice in math.

2015-2016 – The gap delivery target was 62.7. Actual score was 67.

2016-2017 – The gap delivery target was 71.2. Actual score was 61.5.

Due to the new accountability system, all the same information that we have analyzed in the past will not be presented in the same manner. We will continue to look for future trends as we progress through our new accountability system.

The non-academic trends that we recognized from the past two years are an increase in the number of students being referred to see our counselors on a regular basis and the increase in the number of behavior events in the past two years. The number of students referred to the counselor increased by 24.4% and the number of behavior events increased by 58.8%.

Current State – Potential Source of Problem

Design and Deploy Standards:

To ensure that our current curriculum is valid and aligned with state standards and supports instruction and assessment, we will continue to use the district approved math and reading curriculum that is aligned to state standards. We will also supplement those curriculums by differentiating instruction for students with other collected resources that are also aligned to state standards. All teachers are required to use district approved materials. To ensure that the curriculum is taught at a high level of fidelity, each grade level follows a district wide curriculum map for each core subject. Teachers and students review I Can Statements and learning targets for each lesson. Learning targets are posted, read aloud, written down, and referred to during the lesson. Third grade students also benefit from the instruction of our math intervention teacher and reading intervention teacher. The students who qualify for this service receive one on one or small group instruction in reading and/or math forty five minutes daily to help them reach or maintain grade level performance.

Teachers attend various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers participate in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy and math-rich assignments and courses across content areas. District level content coaches have also been working with teachers to make adjustments in the curriculum to target areas of need. Title I reading instructor collaborates weekly with the fifth grade teachers and works with the fifth grade students weekly in writing. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To further differentiate reading instruction, our school is using the reading series, Houghton Mifflin Journeys, which covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students. Teachers are also teaching reading in small leveled focus groups to offer students more individualized instruction in reading based on student need. Teachers are also using an online computer program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the language arts and math curriculum. The program creates reports for the teacher that shows students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

To encourage students to read and go beyond their Accelerated Reader goals, our school offers reading incentives that will build students' reading levels and boost comprehension. If students meet or surpass their yearly AR goals, one of their rewards is an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires students to become lifelong readers.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math

manipulative that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning. Teachers are also teaching math in small leveled focus groups to offer students more individualized instruction in math based on student need. Teachers are also using a program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the math curriculum. The program creates reports for the teacher to show students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

WCIS focuses on students' attendance to ensure that students are receiving instructional services to the greatest extent possible. We promote monthly and weekly attendance challenges to encourage our students to come to school as much as possible. Our attendance clerk regularly sends home flyers that contain information and tips to encourage parents to make sure all students have the best attendance possible.

Review, Analyze, and Apply Data Results

To help us improve on our reading and math scores, we analyze our MAP data and target students for small group tutoring sessions in the morning. These students then receive small group instruction for thirty to forty five minutes in the morning. We analyze mid-year MAP data again in December to measure progress made during the year. We will also continue our yearly flooding sessions this year in fourth grade. For the last thirty minutes of the day, students are divided into small groups to work on reading and math curriculum.

Our school also administers grade level common assessments. The data from these assessments allows teachers to monitor students' progress. The common assessment results allows teachers to monitor item analysis and student performance. Teachers use this data to drive classroom instruction.

All grade levels meet in Professional Learning Communities (PLC) weekly. In these meetings team leaders ask the teachers to review weekly assessments and work together to decide how to revise their instruction for specific areas of need. Team leaders help by suggesting some of the following additional strategies for revising instruction.

- differentiate math/reading groups during learning centers -incorporate more math during center activities
- offer more incentives for math/reading goals
- Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments
- Group students based on common strengths and weaknesses. Teachers can identify students who share common strengths and weaknesses and group them together for instruction. For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.
- Examine student work - Structure a team session so teachers can look at the results of a lesson. Teachers can share ideas about the reasons for success or lack of success of that lesson.

The next step in addressing areas of concern are to monitor the progress of the programs as we implement them. We will use the results from district assessments to determine areas where efforts can

be better focused. Teachers will use various strategies, common assessments, and AIMS Web to monitor student progress. Students that have not shown progress through various tracking assessments will then be referred for morning school tutoring sessions. The students identified for tutoring will receive small group instruction in areas where they score below proficient. We will identify our areas of weakness and find resources that address those areas. Teachers will continue to meet in PLC meetings and share ideas and strategies that will promote continuous improvement. We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

We will continue to request assistance from district academic coaches for resources and support to strengthen instruction and useful resources. District coaches will observe and assist with small group instruction as well as offer ideas and resources that will increase student growth.

Current State – Strengths/Leverages

71% of 4th grade students scored proficient or distinguished in reading.

79% of 4th grade students scored proficient or distinguished in math.

77% of fifth grade students scored proficient or distinguished in reading.

74% of fifth grade students scored proficient or distinguished in math.

82% of sixth grade students scored proficient or distinguished in reading.

77% of sixth grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math decreased in all grade levels.

Third Grade - The percentage of students scoring novice in reading decreased by 13% and decreased by 23% in math.

Fourth Grade - The percentage of students scoring novice in reading decreased by 9% and decreased by 4% in math.

Fifth Grade - The percentage of students scoring novice in reading decreased by 4% and decreased by 6% in math.

Sixth Grade – Only 2% of students scored novice in reading (same as last year) and there was a 1% decrease in the percentage of students scoring novice in math.

2018-2019 Phase Three: Executive Summary for Schools

Phase Three: Executive Summary for Schools

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 11/29/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

See attached

ATTACHMENTS

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

School's Purpose

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

See attached

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

See attached

ATTACHMENTS

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

Additional Information





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

See 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)
 Additional Information	Executive Summary - Additional Information	
 Description of School	Executive Summary - Description of School	
 Notable Achievements and Areas of Improvement	Executive Summary - Notable Achievements and Areas of Improvement	
 School's Purpose	Executive Summary - School's Purpose	

Whitley Central Intermediate School is located main campus off 25W in Williamsburg near the Goldbug Community, which resides in Whitley County. Whitley Central Intermediate School was established in 2003. Williamsburg is located 15 miles from the Tennessee state line. The county has a population of approximately 36,214 people. It is 97% white, 0.9% black, 0.3% Native American, 0.5% Asian, and 1.3% Hispanic. The per capita income in the past 12 months is \$17,520 - well below the state average of \$32,397. Of the county's population, 29.3% is below the poverty level. This is much higher than the 17.2% state average. 71.7% % of our student population is eligible for free/reduced lunch. The Intermediate School services 467 students in grades 3-6. 27% of the students qualify for some type of special education service.

The students are served by 35 FTE educators, which includes a librarian, seven special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher and an arts and humanities teacher. The students are also served by a speech/language pathologist, a family resource director, a school nurse, two counselors, two office clerks, seven cooks, and four custodians. Whitley Central Intermediate School is governed by a Site Based Decisions Making Council.

The Accelerated Reader (AR), Read to Achieve, Math Intervention, and Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided morning tutoring services during the week.

Whitley Central Intermediate is continually looking for ways to involve and be involved in community events and activities. Our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project and our Community Wide Thanksgiving Meal in which teachers, students, parents and community members come together to host a wonderful meal for our community. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, and local health department share information about careers for career fair, emergency preparedness, and hygiene information.

School's Purpose

The Whitley Central Intermediate School staff believes that every student can learn. It is our responsibility to enhance learning. Through the partnership of parents, communities, and educators, our goal is that students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts and humanities and practical living and career studies.

We are proud of the opportunities afforded to ALL students at Whitley Central Intermediate School. After-school activities include tutoring, reading enrichment through Save the Children and 21st Century programs. WCIS is a Title I school using funds to do Math and Reading Intervention through small group pull outs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional programs include Read to Achieve Intervention teacher, Math Intervention teacher, Save the Children, and Family Reading/Math Nights. Our Save the Children program has been recognized as one of the top in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated.

The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students. WCIS is fortunate to receive Read to Achieve (RTA) Grant funding and Math Intervention funding (MIT). The funding for these programs provides our school with a full-time RTA teacher and MIT teacher who services third grade students in a small group setting who are at risk of falling below grade level but do not receive special education services. Students who require more challenge to further excel are offered monthly Gifted and Talented Services.

Executive Summary

Notable Achievements

In the last three years, Whitley Central Intermediate (WCIS) has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years. Based on 2017-2018 KPREP data, our school showed a drastic decrease in the percentage of students in grades 3-6 scoring novice. Only 5.7% of our student population scored novice in reading and 3.5% in math. The number of students scoring novice in reading and math in the gap groups was also very low. An average of 6% of students in the gap groups scored novice in reading and 4.7% in math, as compared to an average of 13.7% the previous year.

In the last three years, our feeder school, Whitley Central Primary School (WCCP) has also made several important achievements in multiple areas. For the 2016-2017 academic year, we are also particularly proud of our IOWA Achievement Test scores. Kindergarten-2nd grade increased in all areas (ELA, Math, and Core) and were above grade level in all areas. Another notable achieve was on the Brigance Kindergarten Readiness Screener. WCCP had +5 increase in Ready on Brigance KScreen from 2016 to 2017. WCCP also had a -2 decrease NOT ready from 2016 to 2017. In addition, WCCP had a +3 increase in Kindergarten Ready/Enrichments on the Brigance KScreen.

For the 2017-2018 school year, Whitley Central Intermediate's proficiency score was 95.3, the highest in the Whitley County School District. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity. Because of this collaboration our schools were recognized as being Silver Medalist Proficiency status schools by the South East South Central Cooperative. Below are some areas of notable achievement for WCIS for the 2017-2018 school year.

71% of 4th grade students scored proficient or distinguished in reading.

79% of 4th grade students scored proficient or distinguished in math.

77% of fifth grade students scored proficient or distinguished in reading.

74% of fifth grade students scored proficient or distinguished in math.

82% of sixth grade students scored proficient or distinguished in reading.

77% of sixth grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math decreased in all grade levels.

Third Grade - The percentage of students scoring novice in reading decreased by 13% and decreased by 23% in math.

Fourth Grade - The percentage of students scoring novice in reading decreased by 9% and decreased by 4% in math.

Fifth Grade - The percentage of students scoring novice in reading decreased by 4% and decreased by 6% in math.

Sixth Grade – Only 2% of students scored novice in reading (same as last year) and there was a 1% decrease in the percentage of students scoring novice in math.

Various areas of concerns & improvement plans:

For the 2018-2019 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress.

Based on 2017-2018 KPREP data 16.9% of students did not earn growth points in reading and 34% of students did not earn growth points in math. So, our goal for 2018-2019 will be to decrease the percentage of students not receiving growth points in reading from 16.9% to 8%. In math our goal will be to decrease the percentage of students no receiving growth points in math from 34% to at least 24%.

Based on 2017-2018 KPREP data 53% of fourth grade students scored proficient or distinguished in science. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in science from 53% to 60%.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in writing from 53% to 60%.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in social studies from 67% to 70%.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC)

and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To help us continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To help us reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, literacy centers, AR point clubs, and Accelerated Reader (AR). Furthermore, our school will align the curriculum to ensure that it is taught with fidelity using the following activities: Houghton Mifflin Harcourt Reading series, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, Myon, and Moby Max. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs.

To encourage students to read and go beyond their AR goals, our staff will offer a reading incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. It is designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General

Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To help us reduce the percentage of students scoring novice in math, MIT team is meeting regular and sharing strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need. The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in third grade.

Teachers will also continue to supplemental resources such as Myon, Study Island, Moby Max, IXL, Wordly Wise Vocabulary Instruction, Simple Solutions Science & Social Studies, and IReady Writing to supplement students' practice of skills in reading, math, writing, science, and social studies. Students whose MAP scores indicate a weakness in reading or math will be referred for tutoring to give them additional opportunities to practice skills and activities designed to address their individual areas of need.

Executive Summary

Additional Information

The staff of Whitley Central Intermediate will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Teachers, the principal, and other staff have an excellent working rapport and will work cooperatively to maximize their instructional opportunities to meet the needs of all students. Through hard work, dedication, and a willingness to employ innovative, research-based instructional methods, our staff will continue to help students demonstrate maximum growth and achievement.

2016-2019 Phase Three: Comprehensive Improvement Plan for Schools

Phase Three: Comprehensive Improvement Plan for Schools

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/10/2018

Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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

N/A

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Comprehensive Improvement Plan - Goal Builder	Goal Builder	

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 their DESIRED STATE. Here are the operational definitions of each:

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 based on 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.

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 elementary school students from 77.4% to 82% in 2021.

<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>8/2018-5-2019</td><td>Classroom Teachers</td><td>Instructional</td></tr><tr><td>1B</td><td>9/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1C</td><td>9/2018-5/2019</td><td>April Bowman</td><td>21st Century</td></tr><tr><td>1D</td><td>10/2018-5/2019</td><td>Susan Brashear</td><td>No Funding Required</td></tr><tr><td>1E</td><td>10/2018-5/2019</td><td>Teachers</td><td>Striving Readers’ Literacy Grant</td></tr><tr><td>2A</td><td>9/2018-5/2019</td><td>SBDM Council</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr></table>			Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers	Instructional	1B	9/2018-5/2019	Classroom Teachers	No Funding Required	1C	9/2018-5/2019	April Bowman	21 st Century	1D	10/2018-5/2019	Susan Brashear	No Funding Required	1E	10/2018-5/2019	Teachers	Striving Readers’ Literacy Grant	2A	9/2018-5/2019	SBDM Council	No Funding Required	2B	9/2018-5/2019	Classroom Teachers	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 the overall reading and math proficiency ratings for all students from 77.4% to 78.9% by 2019.	1. Design and Deploy Strategies	A. Students will use Study Island, Reflex Math, IXL, and Moby Max to work grade level content specific targeted areas based on MAP data.	MAP Reports	8/2018-5/2019	See chart above																																
		B. Flooding-Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KPREP, and summative assessment data	9/2018-5/2019	See chart above																																
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21 st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	MAP, KPREP, and summative assessment data	9/2018-5/2019	See chart above																																
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2018-5/2019	See chart above																																
		E. Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time	MAP Reports, formative and summative	10-2018/5-2019	See chart above																																

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 77.4% to 82% in 2021.					
		Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction.	assessments, KPREP data		
	2. Review, Analyze and Apply Data				
		A. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance.	KPREP data and PLC minutes	9/2018-5/2019	See chart above
Objective 2:		B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	MAP, KPREP, and summative assessment data	9/2018-5/2019	See chart above

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 53.9% in 2018 to 61.9%; in social studies from 66.1% % to 76%; and in writing 58.5% to 67.2% by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>2A&B</td><td>9/2018-5/2019</td><td>Kellie Clemens, Principal, Ruth Osborne (district science coordinator)</td><td>Instructional & PD Funds</td></tr><tr><td>2C</td><td>8/2018-5/2019</td><td>Principal</td><td>Instructional Funds</td></tr><tr><td>2D</td><td>10/2018-5/2019</td><td>Principal, and Laurel Bowlin(district writing coordinator)</td><td>Instructional Funds</td></tr><tr><td>2E</td><td>10/2018-5/2019</td><td>Principal/Classroom Teachers</td><td>Striving Readers' Literacy Grant</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	2A&B	9/2018-5/2019	Kellie Clemens, Principal, Ruth Osborne (district science coordinator)	Instructional & PD Funds	2C	8/2018-5/2019	Principal	Instructional Funds	2D	10/2018-5/2019	Principal, and Laurel Bowlin(district writing coordinator)	Instructional Funds	2E	10/2018-5/2019	Principal/Classroom Teachers	Striving Readers' Literacy Grant				
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 53.9% in 2018 to 56.6% by 2019. Increase the percentage of students scoring proficient/distinguished in social studies from 66.1% in 2018 to 69.4 by 2019. Increase the percentage of students scoring proficient/distinguished in writing from 58.5% in 2018 to 61.4 by 2019.	1. Design, Align and Deliver Support	A. Simple Solution Science resource purchased for 3 rd and 4 th grade to support and enhance student learning in science.	Formative/Summative Assessments and KPREP data	9/2018-5/2019	See chart above
		B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6.	Monitoring of weekly science lessons and experiments and KPREP data	8/2018-5/2019	
		C. IXL Social Studies has been purchased specifically for fifth grade to support teachers with an extra resource and to support students with an additional instructional resource.	Reports from IXL and Social Studies KPREP data	8/2018-5/2019	See chart above
		D. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year to work with fifth grade students and	Writing scrimmage results, Writing KPREP data	10/2018-5/2019	See chart above

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		teachers to help increase writing scores.			
		E. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Zane-Blouser Handwriting 2 nd /3 rd grade) to enhance reading and math instruction.	Writing scrimmage results, Writing KPREP data	10-2018-5/2019	See chart above
Objective 2					

3: Gap
State your Gap Goal

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 74.6% to 78.3% in 2021.

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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>Instructional</td></tr><tr><td>1B</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2018-5/2019</td><td>RTA, MIT, & Title I Teachers</td><td>No Funding Required</td></tr><tr><td>1E</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>Striving Readers’ Grant</td></tr><tr><td>2A</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>8/2018-5/2019</td><td>Classroom Teachers/SBDM</td><td>No Funding Required</td></tr><tr><td>2C</td><td>8/2018-5/2019</td><td>FRC/Principal /Meleesha Hooper/Teachers</td><td>McKinney-Veto Grant/FRC</td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5/2019	Classroom Teachers/Principal	Instructional	1B	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1C	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1D	8/2018-5/2019	RTA, MIT, & Title I Teachers	No Funding Required	1E	8/2018-5/2019	Classroom Teachers/Principal	Striving Readers’ Grant	2A	8/2018-5/2019	Classroom Teachers	No Funding Required	2B	8/2018-5/2019	Classroom Teachers/SBDM	No Funding Required	2C	8/2018-5/2019	FRC/Principal /Meleesha Hooper/Teachers	McKinney-Veto Grant/FRC
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 74.6% to 75.8% by 2019 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	A. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Moby Max and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2018-5/2019	See chart above
		B. Each day 3 rd through 6 th grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2018-5/2019	See chart above
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2018-5/2019	See chart above
		D. RTA, MIT, and Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21 st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KPREP data	8/2018-5/2019	See chart above

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 74.6% to 78.3% in 2021.					
	2. Review, Analyze and Apply Data	E. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2018-5/2019	See chart above
		A. After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Moby Max, Reflex Math	Individualized progress reports from Study Island, IXL, Moby Max, and Reflex Math	8/2018-5/2019	See chart above
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2018-5/2019	See chart above
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports	8/2018-5/2019	See chart above

4: Graduation rate

State your **Graduation rate** Goal

Goal 4: N/A					
<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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

5: Growth
State your **Growth** Goal

Goal 5: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 23.8 by 2021.

<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>8/2018-5-2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1B</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>Striving Readers’ Grant</td></tr><tr><td>2A</td><td>10/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2018-5/2019</td><td>April Bowman</td><td>21st Century</td></tr><tr><td>2C</td><td>10/2018-5/2019</td><td>Principal</td><td>No Funding Required</td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers/Principal	No Funding Required	1B	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1C	8/2018-5/2019	Classroom Teachers	No Funding Required	1D	8/2018-5/2019	Classroom Teachers	Striving Readers’ Grant	2A	10/2018-5/2019	Classroom Teachers	No Funding Required	2B	9/2018-5/2019	April Bowman	21 st Century	2C	10/2018-5/2019	Principal	No Funding Required
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the student growth percentile from 17.8% to 19.8% in 2018.	1. Design, Align and Deliver Support Review, Analyze and Apply Data	A. Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.	MAP, formative & summative assessment data, PLC minutes	8/2018-5/2019	See chart above
		B. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Moby Max and other math/reading computer applications and programs.	Lesson plans, Benchmark data, individualized reports from Study Island, Reflex Math, IXL, and Moby Max	8/2018-5/2019	See chart above
		C. Teachers will utilize MAP reports to identify student weaknesses in	MAP, benchmark data,	8/2018-5/2019	See

Goal 5: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 23.8 by 2021.					
		math/reading and will make instructional decisions accordingly. Teachers will identify students who do not meet benchmarks on the MAP reports to target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to create individual learning plans and provide differentiated instruction.	student learning plans		chart above
		D. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2018-5/2019	See chart above
Objective 2:	2. Design and Deploy Standards	A. Flooding-Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KPREP, and summative assessment data	10/2018 – 5/2019	See chart above
		B. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21 st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	MAP, KPREP, and summative assessment data	9/2018-5/2019	See chart above
		C. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2018-5/2019	See chart above

6: Transition readiness
State your Transition readiness Goal

Goal 6: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4 in 2018 to 87.4 in 2021.

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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the 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. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2018-5-2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1B</td><td>10/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>9/2018-5/2019</td><td>April Bowman</td><td>21st Century</td></tr><tr><td>2A</td><td>10/2018-5/2019</td><td>Principal</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2018-5/2019</td><td>Principal/ Laurel Bowlin(District Writing Coach)</td><td>Striving Readers’ Grant</td></tr><tr><td>2C</td><td>8/2018-5/2019</td><td>Principal</td><td>Instructional Funds</td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers	No Funding Required	1B	10/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1C	9/2018-5/2019	April Bowman	21 st Century	2A	10/2018-5/2019	Principal	No Funding Required	2B	9/2018-5/2019	Principal/ Laurel Bowlin(District Writing Coach)	Striving Readers’ Grant	2C	8/2018-5/2019	Principal	Instructional Funds
Strategy/Activity	Timeline	Person Responsible	Funding Source																											
1A	8/2018-5-2019	Classroom Teachers	No Funding Required																											
1B	10/2018-5/2019	Classroom Teachers/Principal	No Funding Required																											
1C	9/2018-5/2019	April Bowman	21 st Century																											
2A	10/2018-5/2019	Principal	No Funding Required																											
2B	9/2018-5/2019	Principal/ Laurel Bowlin(District Writing Coach)	Striving Readers’ Grant																											
2C	8/2018-5/2019	Principal	Instructional Funds																											

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4% to 80.7 in 2019.	1. Design and Deploy Strategies	A. Students will use Study Island, Reflex Math, IXL, and Moby Max to work grade level content specific targeted areas based on MAP data.	Individualized reports from Study Island, Reflex Math, IXL, and Moby Max, MAP data	8/2018-5/2019	See chart above
		B. Flooding-Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KPREP, and summative assessment data	10/2018-5/2019	See chart above
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	MAP, KPREP, and summative assessment data	9/2018-5/2019	See chart above
Objective 2:	2. Design, Align and Deliver Support	A. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2018-5/2019	See chart above

Goal 6: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4 in 2018 to 87.4 in 2021.

		B. District Curriculum Writing Instructional Coach will collaborate with 5 th grade teachers implementing strategies and resources (iReady Writing, Wordly Wise Vocab) to increase writing scores.	Writing scrimmage results, Writing KPREP data	9/2018-5/2019	See chart above
		C. IXL Social Studies has been purchased specifically for fifth grade to support teachers with an extra resource and to support students with an additional instructional resource.	Reports from IXL and Social Studies KPREP data	8/2018-5/2019	See chart above

7: Other (optional)

State your **Other Goal** (optional)

Goal 7:					
<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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/10/2018

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

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

II. Achievement Gap Analysis

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

See attached

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

See attached

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

See attached

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

See attached

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

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

See attached

ATTACHMENTS

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

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

See attached

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

See attached

III. Planning the Work

Gap Goals

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

See attached

ATTACHMENTS

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

Closing the Gap

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

Step 2: Complete your findings and answers.




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

See attached

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 Analysis	Achievement Gap Analysis Questions A-G	II E
 Achievement Gap Spreadsheet	Achievement Gap Spreadsheet	I
 Closing the Achievement Gap Summary Spreadsheet	Closing the Achievement Gap Summary Spreadsheet	III

A. Schools climate & culture as they relate to its gap population

Whitley Central Intermediate School provides a positive school climate where individuals feel valued, cared for and respected regardless of free/reduced lunch status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 72.8% of the student population is eligible for free/reduced meals, and 20% of the student population receives special education services. At the Intermediate 76.7% of the student population is eligible for free/reduced meals, and 27% of the student population receives special education services. Because the gap group makes up nearly 80% 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 Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

B. Analyzing gap trends

There are several gap groups we have successfully closed. In the area of Reading, Students with Disabilities scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018.

In the area of Math, Students with Disabilities went from 60.2% in 2015-16 to 59.8% in 2017-2017 to 82% in 2017-2018.

In the area of Writing, Students with Disabilities scores have increased from 18.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018.

In the area of Social Studies, Students with Disabilities scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018.

In the area of Reading in 2015-2016, 62.5% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 60.7%. But last year in 2017-2018 that percentage increased to 75.7%.

In the area of Math in 2015-2016, 54.2% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 52.5%. But last year in 2017-2018 that percentage increased to 73.5%.

In the area of Writing in 2015-2016 39.5% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage increased to 51.9%. But last year in 2017-2018 that percentage decreased to 48.9%.

In the area of Social Studies in 2015-2016, 75% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern.

C. Gap data, identify the gap groups & content areas where the school has shown improvement

Students with Disabilities –There has been continued growth over the past three years from 2015 to 2018 in the following areas:

Reading- Scores have increased from 67.7% - 72.6% - 85.2%.

Math – Scores have increased from 60.2% -59.8% -82%.

Writing – Scores have increased from 16.6% - 29.2% - 51.6%.

Students Eligible for Free/Reduced Meals - There has been growth over the past three years from 2015 to 2018 in the following areas:

Reading- Scores have increased from 62.5% - 60.7% - 75.7%.

Math – Scores have increased from 54.2% -52.5% -73.5%.

D. Gap data, lacked progress or regressed

Progress was made in almost all areas in the 2017-2018 school year. The only two areas that regressed for the 2017-2018 school year are the following:

Students Eligible for Free/Reduced Meals – Regression was shown over the past three years from 2015-2018 in the following areas:

Writing – Scores decreased from 39.5% - 51.9% - 48.9%

Social Studies – Scores decreased from 75% - 72.2% - 61%

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

Our school's professional development and extended school service will continue to be based on individual teacher needs as evidenced by teacher evaluations, teacher's self-reflections, professional growth plans and student needs. 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. 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. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. The District Writing Specialist 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.

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, excellent, and outstanding attendance. The past couple years we provided rewards for perfect attendance at the end of each grading period; however, this year, we have begun rewarding students daily by recognizing the classes each day that have perfect attendance. We also provide rewards monthly for the classes that have had perfect attendance during the month and the highest percentage during the month for each grade level. Mid-way through the grading period we provide further incentives for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school.

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. Many times our third grade students come from our feeder school, Whitley Central Primary (WCCP), performing below grade level when they come to third grade. At WCCP the pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. The kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and kindergarten, many of the students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in kindergarten who continue to perform below grade level.

WCCP and WCIS will continue various interventions and monitoring of their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century and Save the Children grants.

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.

Whitley Central Intermediate School involves all stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. We review all relevant student academic performance data and include an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support

personnel, and other stakeholders. Our teams analyze assessment data to determine the needs of our school. The goals are determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP; and IOWA Achievement test for grade 2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey are the primary sources of data. Our teams also analyze teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. We use PLC meeting times for total data analysis to drill down on reports. This valuable information helps our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data is available, it is discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership. We look at the data from individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. 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.

Susan Brashear, Principal

3rd Grade Lead Teacher, Jodie Gambrell

4th Grade Lead Teacher, Cindy Moses

5th Grade Lead Teacher, Crystal Lyttle

6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

21st Century Coordinator, April Bowman

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

Site Base Decision Making Council Members: Bryan Stewart (teacher), Cindy Moses (teacher), Elizabeth Kidd (teacher), Stephanie Patrick (parent), Sherry Sulfridge (parent)

Whitley Central Primary Principal, Brandon Anderson

Whitley Central Primary 2nd Grade Lead Teacher, Michelle Shelley

Whitley Central Primary 1st Grade Lead Teacher, Lisa Sweet

Whitley Central Primary Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

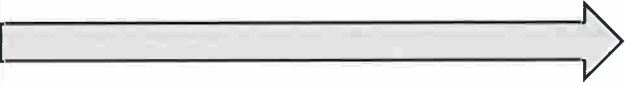
Save the Children Site Coordinator, Joy Begley

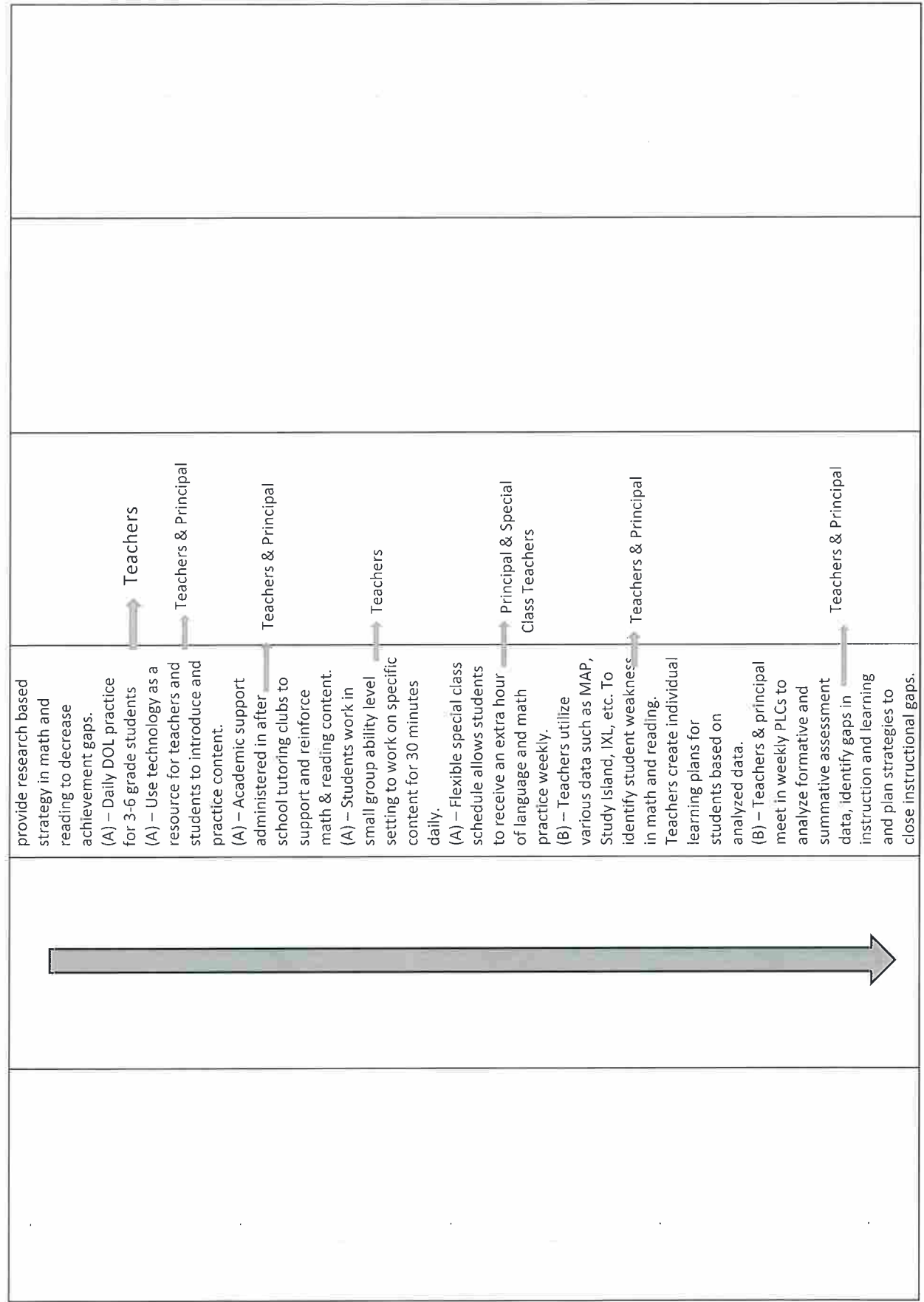
21st Century Coordinator, Angela Bowlin

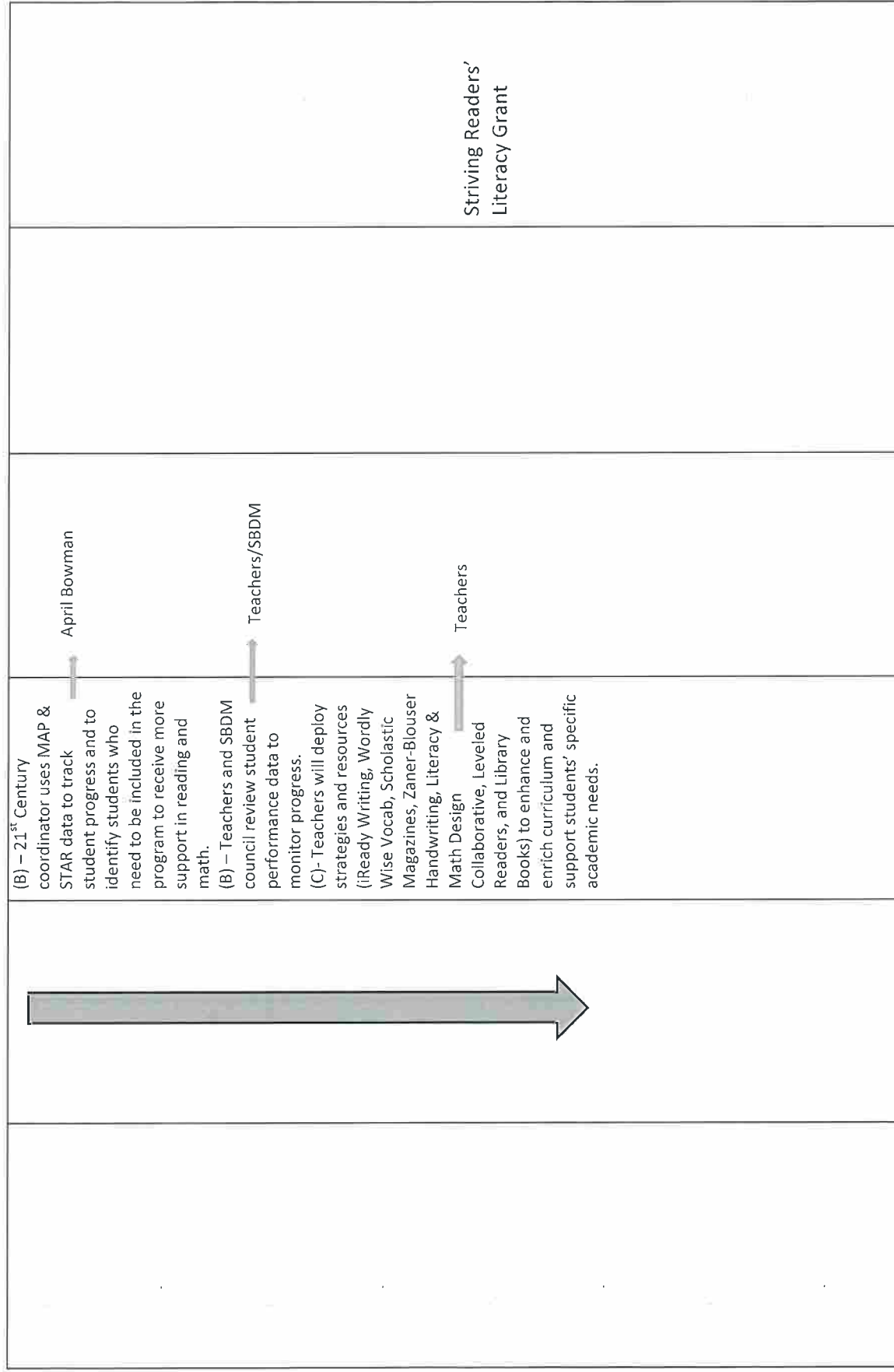
Math Intervention Teacher, Stacey Prakash

Reading Intervention Teacher, Yvonne Lowrie

Whitley Central Primary Site Base Decision Making Council Members: Jamie Bowman (teacher), Chris Angel (teacher), Stephanie Jones (teacher), Melissia Douglas (parent), Stacey Moses (parent)

Measurable Gap Goal	Strategy to Address Goal	Activities to Implement Strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the percentage of students scoring proficient/distinguished in reading and math who qualify for free/reduced lunch.	(A) Design, align, and deliver support processes with sub-group focus (B) Review, Analyze and Apply Data Results (C) Design, Align, and Deliver Support Classroom Activities				
Objective 1: Collaborate to increase the percentage of students scoring proficient/distinguished in reading who qualify for free/reduced lunch from 75.7% to 77.9% by 2019 as measured by KPREP delivery targets.		(A) – RTA, MIT, Title I teaches with small group instruction in order to individualize instruction to enhance reading scores. (A) – Students attending Save the Children Program & 21 st Century Program will participate during and after school programs to enhance reading skills. (A) – Morning homework help sessions are made available 4 days/week before school. (A) – Family Reading & Math Nights to increase parent/guardian involvement and awareness. (A) – Assess students with universal screener to determine need for RTI Intervention. Then	RTA/MIT Teachers April Bowman & Tonya Frazier April Bowman & BJ Shriner MIT & RTA Teachers Teachers & Principal	Analysis of formative/summative assessments, STAR, MAP, Reports from IXL, Study Island, Moby Max, and reviewing the Watch List	Grant Funds <ul style="list-style-type: none"> • Save the Children • 21st Century • RTA • MIT • Title I Funds FRC No Funding
Objective 2: Collaborate to increase the percentage of students scoring proficient/distinguished in math who qualify for free/reduced lunch from 73.5% to 74.7% by 2019 as measured by KPREP delivery targets.					





Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch 325	453 total 71.7%
IEP (disabilities) 123	453 total 27.0%

2018-2019 Phase Three: Title I Annual Review

Phase Three: Title I Annual Review

Whitley Central Intermediate School

Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/10/2018

Status: Locked

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Phase Three: Title I Annual Review

Title I Annual Review

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

Comprehensive Needs Assessment

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

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

See attached

ATTACHMENTS

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

Schoolwide Plan

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

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

See attached

ATTACHMENTS

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

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

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

See attached

ATTACHMENTS

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

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

See attached

ATTACHMENTS

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

Evaluation of the Schoolwide Program

Rationale:

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

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

See attached

ATTACHMENTS

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

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

See attached

ATTACHMENTS

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

See 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)
 3B Changes to Family Engagement	Title I Review - 3B Changes to Family Engagement	3B
 4A Evaluation of Schoolwide Program	Title I Review - 4A Evaluation of Schoolwide Program	4A
 4B Evaluation of Schoolwide Program	Title I Review - 4B Evaluation of Schoolwide Program	4B
 4C Evaluation of Schoolwide Program	Title I Review - 4C Evaluation of Schoolwide Program	4C
 Comprehensive Needs Assessment	Title I Review- Comprehensive Needs Assessment	1
 Parent and Family Engagement	Title I Annual Review - Parent and Family Engagement	3A
 Title I Annual Review - Schoolwide Plan	Schoolwide Plan	2

Title I Annual Review

1. Comprehensive Needs Assessment.

The 2016-2017 comprehensive needs assessment identified increased areas of novice and a decrease in proficiency overall. There was also increase in the percentage of students scoring novice in the gap groups. Based on 2017-2018 KPREP data, our third through sixth grade classes showed an increase in proficiency and a decrease in the number of student scoring novice.

The non-academic trends that we recognized from the past two years are an increase in the number of students being referred to see our counselors on a regular basis and the increase in the number of behavior events in the past two years. From the 2015-2016 and 2016-2017 school year, the number of students referred to the counselor increased and the number of behavior events increased by 58.8%. For the 2017-2018 school year, the number of students being referred to the counselor and behavior events maintained almost the same.

We were successful in closing the gap (Students with Disabilities and Students Eligible for Free/Reduced Meals) in several areas.

In the area of Reading, Students with Disabilities scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018.

In the area of Math, Students with Disabilities went from 60.2% in 2015-16 to 59.8% in 2017-2017 to 82% in 2017-2018.

In the area of Writing, Students with Disabilities scores have increased from 18.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018.

In the area of Social Studies, Students with Disabilities scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018.

In the area of Reading in 2015-2016, 62.5% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 60.7%. But last year in 2017-2018 that percentage increased to 75.7%.

In the area of Math in 2015-2016, 54.2% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 52.5%. But last year in 2017-2018 that percentage increased to 73.5%.

Areas of Need

We will continue trying to improve on these numbers and areas, but we have a couple of areas that we will lend more focus during the 2018-2019 school year due to lack of progress or regression. Those areas are below:

In the area of Writing in 2015-2016 39.5% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage increased to 51.9%. But last year in 2017-2018 that percentage decreased to 48.9%.

In the area of Social Studies in 2015-2016, 75% of Students Eligible for Free/Reduced Meals scored proficient/distinguished. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern.

The percentage of students scoring novice decreased overall.

2016-2017- 19% of third grade students scored novice on reading KPREP.

2017-2018 – 3% of third grade students scored novice on reading KPREP.

2016-2017 - 24% of third grade students scored novice on math KPREP.

2017-2018 – 1% of third grade students scored novice on math KPREP.

2016-2017 - 14% of fourth grade students scored novice on reading KPREP.

2017-2018 – 5% of fourth grade students scored novice on reading KPREP.

2016-2017 - 7.3% of fourth grade students scored novice on math KPREP.

2017-2018 – 3% of fourth grade students scored novice on math KPREP.

2016-2017 - 14% of fifth grade students scored novice on reading KPREP.

2017-2018 – 10% of fifth grade students scored novice on reading KPREP.

2016-2017 - 9% of fifth grade students scored novice on math KPREP.

2017-2018 – 3% of fifth grade students scored novice on math KPREP.

2016-2017 – 0% of sixth grade students scored novice on reading KPREP.

2017-2018 – 2% of sixth grade students scored novice on reading KPREP.

2016-2017 – 2% of sixth grade students scored novice on math KPREP.

2017-2018 – 2% of sixth grade students scored novice on math KPREP.

The percentage of students scoring proficient/distinguished increased overall.

2016-2017- 54% of third grade students scored proficient/distinguished in reading on KPREP.

2017-2018 – 81% of third grade students scored proficient/distinguished in reading on KPREP.

2016-2017- 42% of third grade students scored proficient/distinguished in math on KPREP.

2017-2018 – 80% of third grade students scored proficient/distinguished in math on KPREP.

2016-2017- 61% of fourth grade students scored proficient/distinguished in reading on KPREP.

2017-2018 – 71% of fourth grade students scored proficient/distinguished in reading on KPREP.

2016-2017- 61% of fourth grade students scored proficient/distinguished in math on KPREP.

2017-2018 – 79% of fourth grade students scored proficient/distinguished in math on KPREP.

2016-2017- 64% of fifth grade students scored proficient/distinguished in reading on KPREP.

2017-2018 – 77% of fifth grade students scored proficient/distinguished in reading on KPREP.

2016-2017- 60% of fifth grade students scored proficient/distinguished in math on KPREP.

2017-2018 – 74% of fifth grade students scored proficient/distinguished in math on KPREP.

2016-2017- 80% of sixth grade students scored proficient/distinguished in reading on KPREP.

2017-2018 – 82% of sixth grade students scored proficient/distinguished in reading on KPREP.

2016-2017- 68% of sixth grade students scored proficient/distinguished in math on KPREP.

2017-2018 – 77% of sixth grade students scored proficient/distinguished in math on KPREP.

Teachers will design instruction based on student need and ability. Teachers will present math and reading instruction in a small group setting to allow more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of MAP, STAR, KPREP, and classroom performance. The funding allocated for Title I teachers and resources are vital to the success of the students at Whitley Central Intermediate 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.

Title I Annual Review

Schoolwide Plan

The schoolwide improvement plan continues to be implemented as written. Our teachers and staff will collaborate to keep the percentage of students scoring novice down in all content areas while striving to increase the percentage of students scoring proficient and distinguished. We want students to benefit from differentiation in instruction in all content areas in small group settings based on student need.

Teachers will use IXL, Study Island, Envision Math, Reflex Math, Go Math, Accelerated Reader, Spelling City and various computer applications to provide intervention, reinforcement, and enrichment to student learning. Teachers will utilize resources provided by the Striving Readers' Literacy Grant (iReady Writing, Math and Reading Design Collaboratives, Wordly Wise Vocab, Scholastic and Time Magazines, Leveled Readers, and library books) to enhance and enrich student learning and support specific student needs. Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills. Teachers will collaborate and utilize resources in social studies, science, and writing to enhance instruction. We will continue to utilize district support staff to support us in all content areas, but especially in writing and social studies.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will utilize MAP reports to identify student weaknesses in math and reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction. Whitley Intermediate School is providing the opportunity and incurring the cost of sending additional teachers to attend trainings with our math and reading intervention teachers. These teachers are bringing back information and strategies learned at these trainings and sharing with other teachers at WCIS. Kentucky Center for Mathematics representatives periodically visit these teachers to support implementation of their training at these meetings.

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 the individual student needs with ways to determine effectiveness. Teachers monitor the intervention strategies and student growth through weekly probes. Students will be actively engaged in an aligned and rigorous mathematics and reading curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics and Reading Assessment.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs. Teachers will use various math, reading, science, social studies, and writing resources such as Study Island, Reflex Math, Go Math, Moby Max, IXL, and supplemental resources to enhance student learning. Teachers will align instruction more closely to the KACS. Teachers will participate in PLCs with the district math, reading, writing, and science coordinators to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth.

The STAR Reading assessment will be given three times a year (fall, winter, spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.

To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, vocabulary enhancement, and comprehension. Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.

Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use

leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts.

All goals, objective's and strategies and/or activities are developed with the intent to increase student achievement and student confidence and to close the achievement gap. Teachers strive to meet the needs of each individual student.

Title I Annual Review

3A. Parent and Family Engagement

To promote community/school collaboration a variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other to enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience.

Our district wide Parents and Volunteer Educators (PAVE) Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign in and out at the front office and wear an identification badge while in the school or on a field trip. Parents who are PAVE volunteers are often asked to work in classrooms with students. They are provided opportunities to read to students or help with various activities. Parents are often consulted on ideas and strategies that would help promote more student achievement for their child. We also have parent representatives on our SBDM Council who help make decisions about programs, selection of teachers, placement, and activities for our students.

Our Family Resource Center (FRC) assists students and families by sponsoring programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting. During these family partnered events we often collaborate with teachers and students from the primary school. Our two schools often bring our Kindergarten through sixth grade students together when we have these scheduled family events. It is our hope that we can build more collaboration between parents, students, and teachers so that the needs of all students, parents, and teacher can be met more effectively.

WCIS plans a monthly Family Night 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 read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. We have monthly Family math and reading nights to provide a specific time for parents to come into the school and work side by side with their children on reading and math activities in hopes of promoting student achievement in reading and math. We invite parents to come to Open House and parent teacher conferences throughout the school year. Parents are invited for various programs and school performances throughout the school year. Our school also hosts family meals in which the parents are invited to come to the school to eat a meal with their child or grandchild.

We always welcome ideas from our parents about their involvement in their child's educational program. Parents and community members are always invited and reminded of monthly SBDM meetings to give them the opportunity to have input on decision making for the school. We work closely with the parents at our school to provide support for the needs of our students. We specifically plan to have activities in our school to promote parental involvement. We try to work with parents when scheduling important school events such as awards day, parent teacher conferences, and open house to ensure it is timed so a larger amount of participation can take place. Our goal is to promote parental involvement while also promoting and stimulating student achievement.

Effectiveness of school's parent and family engagement

Our district wide Parents as Volunteer Educators (PAVE) Program encourages parents, guardians, grandparents, and community members to volunteer in the school. Being a PAVE volunteer allows parents/guardians to be present in the school to assist with various activities. To evaluate the effectiveness of this program we look the number of volunteers that are verified to work in the school and the number of incidences, or lack thereof that have occurred due

to the PAVE program. WCCP and WCIS have approximately 350 volunteers that are verified to work in the schools. There have been no reported incidences that have occurred in which involved verified volunteers participating in the schools. This supports the opinion that the PAVE program is very effective and much needed to support our students and keep them safe.

Our Family Resource Center (FRC) assists students and families by sponsoring programs to support families and enhance learning. The effectiveness of these programs are measured by sign in sheets, the number of students and families assisted, and parent/grandparent surveys. Some of the most important programs offered are the Young Smiles Dental Program, Quality Care for Kids Vision/Hearing Program, Top Readers becoming Leaders Program, and our Grandparent Support Group Program. During a school year the Young Smiles Dental Program provides exams and cleaning for over 150 students twice a year. Quality Care for Kids Program provides hearing and vision screenings for approximately 200 students per year. All students failing the vision screening are fitted and provided with a pair of glasses. Our Top Readers Becoming Leaders Program consists of approximately 50 students per month who are recognized and rewarded for being top point earners. This programs effectiveness can be measured by the growth of students' reading levels and AR points. The Grandparent Support Group currently has over 40 members. This program assists grandparents and caregivers with information on issues such as internet safety, teen suicide, homework assistance, and any other information needed to assist them while being a caregiver. The Grandparent Program's effectiveness is measured the number of member being assisted in the program and by a survey given to each member at the end of the program. This program has never received anything but positive feedback from the survey.

WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Its effectiveness is measured by the number of families who participate, the support and increase in the Accelerated Reader Program as well as the number of points earned during Family Reading Night, and the feedback received from the participants. The Family Resource Center offers household items such as detergents and fabric softeners as incentives to get more families to participate.

Title I Annual Review

3B. Changes to Family engagement for next year:

During the next school year we will continue offering current opportunities to parents to participate in activities in the school. We will continue to offer Family Reading/Math Nights as well as Open House and Parent/Teacher Conferences. FRC will continue to offer the Young Smiles Dental Program, Quality Care for Kids Vision/Hearing Program, Top Readers becoming Leaders Program, and our Grandparent Support Group Program.

One change we hope to make to our Family Reading Nights is to offer an opportunity for parents and community members, along with the principal, to participate in a read aloud with the students. We hope that this will encourage students to become lifelong readers and foster an even deeper love for reading.

Our FRC coordinator teamed up with our librarian this year to establish a Readers Becoming Leaders program. Next year we hope to extend that same concept to math incorporating a multiplication program. The multiplication program will offer opportunities and challenges to students to help them learn and maintain their multiplication facts.

Title I Annual Review Evaluation of School Program

4A.

All goals, objectives and strategies and/or activities are developed with the intent to increase student achievement and student confidence and to close the achievement gap. Teachers strive to meet the needs of each individual student. The evaluation process consists of analyzing and desegregating data from various data sources. Those data sources include formative and summative assessments, attendance data, counselor data, MAP and STAR reports three times yearly, and yearly KPREP data. During PLC meetings grade level teachers, special education teachers, and intervention teachers create individual learning plans to track each student's progress. Those plans are revisited every other week to ensure that students are making steady progress. During PLC meetings teachers continually converse with principal and board administration about strategies to help students continually progress. If chronic attendance problems seem to be a barrier several measures are taken to try to encourage better attendance. In collaboration with the District Pupil Personnel Director, the attendance clerk, and principal, parents and students are invited to an intervention meeting to inform and encourage guardians and students about the importance of good attendance. Attendance numbers are evaluated daily, weekly, and monthly to promote better attendance in the school and throughout the district.

Title I Annual Review Evaluation of School Program

4B

I feel all components in the schoolwide plan played a significant role in increasing achievement results of students in meeting the state's academic standards. The ones that I feel helped more significantly are listed below.

Teachers will use IXL, Study Island, Envision Math, Reflex Math, Go Math, Accelerated Reader, Spelling City and various computer applications to provide intervention, reinforcement, and enrichment to student learning. Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills. Teachers will collaborate and utilize resources in social studies, science, and writing to enhance instruction. We will continue to utilize district support staff to support us in all content areas, but especially in writing and social studies.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will utilize MAP reports to identify student weaknesses in math and reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction. Whitley Intermediate School is providing the opportunity and incurring the cost of sending additional teachers to attend trainings with our math and reading intervention teachers. These teachers are bringing back information and strategies learned at these trainings and sharing with other teachers at WCIS. Kentucky Center for Mathematics representatives periodically visit these teachers to support implementation of their training at these meetings.

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 the individual student needs with ways to determine effectiveness. Teachers monitor the intervention strategies and student growth through weekly probes. Students will be actively engaged in an aligned and rigorous mathematics and reading curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics and Reading Assessment.

**Title I Annual Review
Evaluation of School Program**

4C

We are constantly revising individual student plans throughout the year based on student need and progression. We will continue implementing all components of our schoolwide program to increase student achievement. Two new things we want to offer to increase reading and math achievement scores will be implemented with collaboration of our Family Resource Center. During our Family Reading Nights we hope to offer an opportunity for parents and community members, along with the principal, to participate in a read aloud with the students. We hope that this will encourage students to become lifelong readers and foster an even deeper love for reading.

Our FRC coordinator teamed up with our librarian this year to establish a Readers Becoming Leaders program. Next year we hope to extend that same concept to math incorporating a multiplication program. The multiplication program will offer opportunities and challenges to students to help them learn and maintain their multiplication facts.