



Comprehensive District Improvement Plan

Whitley County

300 Main Street
Williamsburg, KY 40769

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	<p>Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Data.		District Equity Diagnostic Data

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Data indicates that Whitley County Schools has a student minority population of 2%. 81.42% of our students qualify for free/reduced priced meals. We have a very small ELL student population of 0.17%. Our school has a very low teacher turnover rate and only thirty one teachers with 3 or less years' experience. Our district has 90% of our teachers with over 4 years of experience. We have four national board certified teachers in our district with an additional 52% Rank 1 certified teachers and 42% have their masters' degree.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers identified include:

- *high rate of poverty
- *lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status
- *low percentage of National Board Certified Teachers
- *decreased funding for professional development

Root causes include:

- *professional learning is not aligned to educator need (learning for students of high poverty)
- *inconsistent induction and mentoring opportunities
- *teachers not prepared to meet the diverse needs of low income students
- *district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.	Our working conditions are all at 93.5% or higher and we want to continue that trend. Our 9.6% of teacher turnover is due to teacher retirement and those have been replaced with KTIP or consolidated for our KTIP percentage of 2.1. Overall this data shows that teachers feel they have a favorable working environment.	Whitley County Equity Goals Table 2

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by the District Report Card.

Strategy1:

Highly Qualified and Equitable Distribution - All teachers and paraeducators will be highly qualified according to required guidelines. The district will ensure that teachers are equitable distributed throughout the district.

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration will ensure that principals complete their yearly Highly Qualified report	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals and District Administration

Goal 2:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the District Report Card.

Strategy1:

Novice Reduction Strategies - The Whitley County School District will provide training and support with novice reduction strategies in math.

Category: Continuous Improvement

Research Cited:

Comprehensive District Improvement Plan

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Activity - Effective Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted and specific, timely, user-friendly, actionable, and positive.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Paula Rickett and Instructional Coaches

Activity - Direct/Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.	Direct Instruction	09/01/2016	05/31/2017	\$0 - No Funding Required	Paula Rickett, Principals, Instructional Coaches

Activity - Metacognitive Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed metacognition strategies in daily math instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Paula Rickett, Principals, Instructional Coaches

Activity - Formative Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed formative evaluation in daily math instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Paula Rickett, Principals, Instructional Coaches

Strategy2:

Continuous Improvement - The Whitley County School District will provide training and instructional support for teachers.

Category: Continuous Improvement

Research Cited:

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will provide training focused specifically on teaching students of high poverty with resources and strategies provided through WESC.	Professional Learning	11/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Instructional Coaches

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the math standards and math practices.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett and Instructional Coaches

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district instructional coaches and math intervention teachers will provide resources for intervention teams to address math needs, Training and support with the intervention resources in the Go Math! series will provided as needed.	Academic Support Program Professional Learning	08/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett and Instructional Coaches

Activity - Best Instructional Math Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district instructional coaches will provide support and training with research-based best practices for math and math intervention.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett and Instructional Coaches

Strategy3:

Highly Qualified and Equitable Distribution - All teachers and predicators will be highly qualified according to required guidelines. The district will ensure that teachers are equitably distributed through the district.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

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Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration will ensure that principals complete their yearly Highly Qualified report	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	The following schools have failed to meet their gap target for two consecutive years: Pleasant View Elementary Whitley County High School	

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders. The Whitley County School District uses multiple forms of data available for review and analysis, focusing on the three major areas addressed in the Kentucky Standards and Indicators for School Improvement: academic performance, learning environment, and efficiency. The academic performance student data sources include K-PREP, ACT, College and Career Readiness, Delivery Targets, MAP, common assessments, IOWA Assessment, RTI and progress monitoring data, ILP's, Program Review, principal walk-through observations, the District Report Card, and district technology surveys. Sources of learning environment data include TELL Survey results, principal walk-through observations, growth plans, professional development surveys, FRYSC data, and PAVE data. Efficiency data sources include superintendent walk-through data, school site visits, leadership team meeting minutes, budgets, and finance.

The questions that we are trying to answer with the data and information provided include:

- *In what subject areas are we performing well?
- *What are our areas of strength?
- *What are our areas of needed improvement?
- *Where are our gaps? In what subgroups do they exist?
- *What grade levels are performing well in the areas of reading, math, science, social studies, language usage, and writing?
- *Are there emerging trends in the data? If so, where do they exist?
- *What specific Kentucky Academic Standards do we need to identify for improvement?
- *Are we demonstrating progress with our Novice Reduction efforts? Where should we focus our efforts?
- *Are our students demonstrating categorical growth? Where should we focus our efforts?
- *Are our students demonstrating growth among their peers based on their student growth percentile? Where should we focus our efforts?
- *What program review areas need support?
- *What percent of our students are ready for college and/or careers?
- *What percent of our students are graduating within 4 years? 5 years?
- *What improvements do we need to make in the areas of learning environment and efficiency in regard to time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional learning, and instructional practices and support?

The Unbridled Learning accountability system incorporates achievement, gap, growth, college and career readiness, graduation rate, and program review into an overall performance score for students in grades three through twelve. The data tells us that the Whitley County School District earned a Distinguished/Progressing status and is ranked as the 13th district in the state in our overall performance score. We improved our overall score by 6.4 from the previous year. This year, the district has met its Participation, Graduation, and AMO goal. Over the past year, our elementary schools increased their average total score by 16.1 by improving the weighted score in achievement and gap areas of the Next Generation Learners component as well as the accountability for Program Review. Growth declined by 1.2 from the previous year. The greatest improvement area for our elementary schools was identified as gap which improved by 10.0 from last year. Our middle school increased its total score by 6.5 by improving the weighted score in the areas of achievement, gap, and growth. The greatest improvement occurred in the learners component of achievement (+5.9) and gap (+6.8). Our high school decreased its total score by 3.6:

the weighted score dropped in achievement (-0.6), gap (-1.3), and graduation rate (-0.1). The weighted score increased in growth by 0.2 and college and career readiness by 1.4.

The IOWA Assessment is used to determine the performance of our students in grades kindergarten through second grade. It measures student achievement so that we can identify strengths and improvements areas, inform instruction, measure mastery of Kentucky Academic Standards, and improve intervention services. This assessment provides results in the areas of reading, English/language arts, and math for kindergarten students and the added areas of science and social studies for first and second grade students. Seventy-nine percent of kindergarten students scored in the top quarter (75-99 percentile range) on the core composite (reading, ELA, and math scores). Their average grade equivalency was 1.5. Forty-four percent of first grade students scored in the top quarter on the core composite and 44% on the complete composite (science and social studies included). The average grade equivalency for first grade students was 2.2 on both the core composite and complete composite. Forty-four percent of second grade students scored in the top quarter on the core composite and 50% on the complete composite. The average grade equivalency for second grade students was 3.4.

Information regarding our learning environment was provided by the 2015 TELL Survey and our District Report Card. According to the latest TELL Survey, our staff reports that the district's assets lie in the overall categories of facilities and resources, school leadership, and instructional practices and support. An average of 98.5% of teachers indicated that they have access to reliable communication technology, including phones, faxes, and email. Ninety-nine point four percent of teachers agreed that the school provides parents/guardians with useful information about student learning. An average of 99.4% of teachers reported that school leadership facilitates using data to improve student learning. An average of 98.2% of teachers disclosed that they work in professional learning communities to develop and align instructional practices based on assessment data. Ninety-four point four percent of staff report that the Whitley County School District is a good place to work and learn. Our improvement areas in our learning environment belong to the categories of time, teacher leadership, and professional development.

Data gathered from professional development discussions indicate that teachers' professional learning needs, such as relevancy and teacher leadership, are being met. Feedback indicates that teachers appreciated that they were offered choices in professional learning sessions in order to meet individual teacher professional growth needs. Professional learning sessions included Program Review, interventions in reading and math, behavior management and strategies including PBIS, science standards with engaging lessons, writing strategies, formative assessment, and support with Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC).

Efficiency was reviewed according to leadership, organizational structure and resources, and comprehensive and effective planning. District leadership has developed a shared vision for the district involving all stakeholders and use this vision as a guide in decision making. These decisions are focused on the academic performance of students and are data driven and collaborative. Leadership plans and allocates resources, monitors progress, and removes barriers in order to sustain continuous improvement. Leadership supports high student and staff performance and examines staff assignments and school schedules to maximize learning time and focus on goals, objectives, and strategies in the school improvement plans. The district ensures the use of fiscal resources is equitable and consistent, and state and federal program resources address student needs.

The data does not reveal a breakdown of individual scores such as the points achieved by multiple choice and the constructed response questions. It does not report students who scored at the high end of each performance level or the students' needs with regard to the common core standards.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The Whitley County School District's most remarkable strength is our personnel. According to the 2015 TELL Survey, almost 97.6% of teachers are encouraged to try new things to improve instruction and 97.1% of teachers agree that they are recognized as educational experts. This open mindset has inspired our teachers to promptly implement all of the Unbridled Learning initiatives. Our staff has embraced the program review process and is embedding arts and humanities, practical living/career studies, writing, and global competency/world language throughout the content areas. This eager acceptance is evidenced by the fact that 87.5% of our schools are classified as distinguished; 75% are classified as Distinguished/Progressing; 37.5% are classified as High Progressing; and 75% as Schools of Distinction.

Another strength of the Whitley County School District clearly lies within the category of instructional practice and support. Our incorporation of Professional Learning Communities (PLCs) have contributed to our high student success. Our structure of the PLCs has enabled us to focus on student learning, collaboration, and data driven instruction. The 2015 TELL Survey indicates that 97.3% of teachers use assessment data to inform instruction and 98.2% of teachers work collaboratively in professional learning communities to develop and align instructional practices. Ninety-seven point nine percent of our teachers agree that they are provided supports that have translated to improvements in instructional practices by teachers. Our district currently provides resources and support in the content areas of reading, math, science, writing, and technology through district instructional coaches. Our distinguished/progressing district status confirms that we are implementing best practices for effective schools and are having a positive impact on student achievement, gap, growth, college and career readiness, and graduation rates.

Our District Report Card indicates additional strengths related to student learning. Our strengths at the elementary level include receiving bonus points in the areas of reading (+12.4%), math (+11.4%), social studies (+10.5%), and language mechanics (+26.6%) for having a larger percentage of students scoring distinguished than novice. The percentage of students scoring proficient or distinguished was above the state average in the achievement areas of reading (+9.9%), math (+7.2%), social studies (+9.7%), and language mechanics (+12.8%). Our third grade students improved the percentage of students scoring distinguished in reading by 15.4%, and our fourth grade students improved the percentage of students scoring proficient/distinguished by 12.4% in reading. Our third grade students improved the percentage of students scoring proficient/distinguished in math by 10.0%, and our fourth grade students improved by 10.6%. We reduced the percentage of students scoring novice in reading in third (-5.9%), fourth (-2.7%), and sixth (-1.1%) grades; in math in third (-8.8%), fourth (-5.4%), and sixth (-2.8%) grades; and in language mechanics in fourth (-6.3%) and sixth (-7.7%) grades. Our elementary students received the full 100 novice reduction points. The percentage of non-duplicated gap students scoring novice decreased in reading (-3.0%), math (-5.2%), and language mechanics (-7.3%). Our percentage of non-duplicated gap students scoring proficient/distinguished increased by 10.0% in math and 10.8% in language mechanics. Our student growth percentile was above the state average by 5.8% in reading and 5.0% in math. Our categorical growth was also above the state average by 8.7% in reading and 6.0% in math. The program review areas of arts and humanities, practical living/career studies, writing, and K-3 scored proficient.

Our strengths related to student learning at the middle school are in the areas of reading, math, social studies, and language mechanics. Our strengths at the middle school level include receiving bonus points in the areas of reading (+10.9%), math (+9.1%), social studies (+23.7%), and language mechanics (+6.6%) for having a larger percentage of students scoring distinguished than novice. The percentage of students scoring proficient/distinguished was above the state average in the following achievement areas: reading (+8.2%), math (+10.1%),
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social studies (+17.4%), language mechanics (+11.3%), and writing (+6.9%). The percentage of students scoring novice in reading was reduced for both seventh (-1.6%) and eighth (-0.3%) grade students. The percentage of eighth grade students scoring novice was reduced in social studies (-2.3%) and writing (-4.3%). The percentage of seventh grade students scoring proficient/distinguished in math increased by 12.5%. The percentage of eighth grade students scoring proficient/distinguished increased by 8.1% in social studies and 14.6% in writing. Our middle school received 69.7 novice reduction points scoring 100 points in reading and 39.4 points in math. The percentage of non-duplicated gap students scoring proficient/distinguished increased by 7.6% in math, 9.8% in social studies, and 12.5% in writing. The percentage of non-duplicated gap students scoring novice decreased by 3.0% in reading, 5.2% in math, 2.9% in social studies, and 8.6% in language mechanics. Our student growth percentile was above the state average in reading (+2.8%) and math (+6.9%). Our categorical growth was above the state average in reading (+7.3%) and math (+8.3%). All areas of program review scored in the proficient range.

Our strengths related to student learning at the high school are in the areas of writing, college and career readiness, and graduation rate. The school received bonus points in writing of 4.3% for having a higher percentage of students scoring distinguished than novice. The percentage of students scoring proficient/distinguished was above the state average in writing (+6.8%). The percentage of students scoring novice was reduced in the EOC areas of English (-0.9%), Algebra II (-0.5%), Biology (-0.9%), and tenth grade writing (-2.8%). The percentage of students scoring proficient/distinguished increased by 6.5% in Algebra II and 4.1% in Biology. The percentage of our non-duplicated gap students scoring novice was reduced in English (-1.2%), Algebra II (-1.3%), and Biology (-0.5%). The percentage of non-duplicated gap students scoring proficient/distinguished increased in English (+3.2%), Algebra II (+3.6%), and Biology (+1.0%). Our 5-year adjusted cohort graduation rate of 95.7% was above the state average by 6.0%. All areas of program review scored in the proficient range. Data also indicates that 9.5% more females are reaching English benchmarks than males. The percentage of males reaching the ACT benchmarks in reading is higher than the state average by 0.6%. The percentage of graduating seniors who are attending college has increased 5.6% from the previous year. The percentage of graduates that are classified as college and/or career ready is 67.1%. With the addition of bonus points to our accountability, our college and career readiness score is 2.3 points above the state. Our dropout rate of 1.2% is lower than the state by 0.3%.

The Whitley County School District also encompasses strengths related to our learning environment. Our district has a lower teacher to student ratio (13:1) than the state (15:1). Our district has a higher percentage of teachers with a Rank 1 (47.1%) than the state (29.4%). The District Report Card also indicates high scoring components in the working conditions equity measure as compared to the state: managing student conduct (+9.1%), community engagement and support (+8.4%), and school leadership (+7.5%). The overall effectiveness of teachers and leaders reveals that 99% of teachers were rated accomplished or exemplary, and the student growth rating indicates that 99% of teachers achieved high or expected growth. Our district has a lower teacher turnover rate as compared to the state (-8.2%).

To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We will continue to provide support through our curriculum leadership team whose members serve as instructional coaches to our individual schools. The curriculum leadership team, along with the special education department, will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based interventions. Our district leadership team will host professional learning activities and trainings that focus on teachers' needs. The district leadership team will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Our greatest success and proudest moments center around the achievement of our students and the devotion and hard work of our staff. We are celebrating our district status as Distinguished/Progressing and our district ranking of 13th in the state. The Whitley County School District is certainly Making GREAT Things Happen!

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

One area of improvement for the Whitley County School District is in the time category of the TELL Survey. According to the 2015 results, 73.2% of teachers feel that efforts are made to minimize the amount of routine paperwork teachers are required to do. We realize that routine administrative paperwork can sometimes contribute to reduced planning time and increased stress. The percentage of teachers who agree that efforts were made to minimize the amount of paperwork increased 14.1% from the 2013 TELL Survey results. District leaders are continuing productive conversations with the staff and encouraging critical thinking about the factors that influence teacher time. The district has eliminated the tedious paperwork process for special education referrals by streamlining the process. Support for teachers has also included training on GradeCam which assists in drastically reducing teacher time spent on grading. The 2015 TELL Survey indicates that the professional development category is an area of improvement. Only 87.4% of teachers agree that professional development is evaluated and results are communicated with the teachers. The District Professional Development Coordinator surveys teachers as to the quality of the professional learning opportunities and individual teacher professional growth needs. The district will ensure that these district results are communicated to all teachers and will assist schools in evaluating their individual school's professional learning and communicating those results to their staff. Only 90.5% of teachers agree that follow up is provided from professional development. The district leadership team along with the instructional coaches will assist with support for professional learning. The instructional coaches are available to work in all schools to provide needed support. This support has included team teaching, intervention support, and instructional strategies for rigorous implementation of the Kentucky Academic Standards.

Our District Report Card indicates opportunities for improvement related to student learning. Our improvement areas at the elementary level lie in the content areas of reading, math, and writing. A large percentage of third grade (37.0%) and fifth grade (33.8%) students are scoring below proficiency in reading. One concern in reading is that in fifth grade there was a slight increase in the percentage of students scoring novice and a slight decrease in the percentage of students scoring proficient/distinguished. A large percentage of students are scoring below proficiency in math: third grade (46.4%), fourth grade (37.7%), fifth grade (38.6%), and sixth grade (36.9%). Although the percentage of students scoring novice in math has been reduced, over one-third of students are scoring apprentice which indicates that we need to address instruction focused on the rigor of the standards. Fifty-nine percent of our fifth grade students and 46.5% of our sixth grade students are scoring apprentice in writing. Opportunities for improvement in reading also exist with our non-duplicated gap students: 36.5% in reading, 43.7% in math, and 61.0% in writing are scoring below proficiency. A large percentage of our non-duplicated gap students are scoring apprentice in writing. Although the student growth percentile of our students is above the state percentile average in reading (+5.8%) and math (+5.0%), we envision all students demonstrating growth when compared to their peers. The categorical growth in reading and math demonstrates that while our students are moving up levels or maintaining high levels, we envision all students reaching proficiency.

Opportunities related to student learning at the middle school level are in the areas of reading, math, and writing. The percentage of students scoring proficient/distinguished in reading has declined for seventh grade (-5.4%) and eighth grade (-8.8%) from the previous year. Forty-nine point seven percent of seventh grade students are scoring below proficiency in math while 42.4% of eighth grade students are scoring below proficiency. An overwhelming 51.1% of eighth grade students are scoring apprentice in writing. A large percentage of our non-duplicated gap students are scoring apprentice in writing (43.2%). The percentage of non-duplicated gap students scoring proficient/distinguished decreased by 2.5% from the previous year. The middle school received only 69.7 points in the novice reduction category with only 39.4 points in math. The data indicates that we are not reducing the percentage of non-duplicated gap and free and/or reduced lunch students scoring novice in math.

Opportunities for improvement at the high school level occur in all achievement areas. A large percentage of students are scoring below proficiency in English II (43.9%), Algebra II (69.7%), biology (69.1%), U.S. History (45.9%), and writing (48.2%). The percentage of novice in these areas is also alarming as results show 33.1% in English II, 30.3% in Algebra II, 23.9% in U.S. History, and 22.3% in biology. A large percentage on non-duplicated gap students are scoring novice in English (37.0%), Algebra II (33.1%), biology (27.6%), U.S. History (25.4%) and writing (24.2%). A large percentage of non-duplicated gap students are scoring apprentice in Algebra II (43.4%) and biology (47.1%). Our percentage of students making typical or higher annual growth fell below the state average in English (-3.4%), Algebra II (-3.3%), and the combined average (-3.3%). The high school received only 31.9 points in the novice reduction category with 34.7 points in reading and 28.9 points in math. The lowest amounts of points in both reading and math were from the sub-category of students with disabilities. Although progress was made with our students with disabilities in reading, the high school failed to meet its AMO goal and still remains classified as a Focus School. According to recent ACT data, our students category scores are below the state in English (-1.0), Math (-1.6), reading (-0.8), and science (-0.8). Our overall composite score is 1.0 below the state score. The percentage of students meeting the Kentucky Council on Postsecondary Education (CPE) college readiness benchmarks falls below the state in English (-4.5%), math (-14.8%), and reading (-3.0%). The percentage of students scoring 3-5 on the Advanced Placement tests falls below the state by 8.6%.

According to our data review regarding equitable access, little opportunities exist for teachers in our district to engage in effective job-embedded training for teaching students of poverty. Professional learning is not aligned to educator need for teaching students of high poverty and, therefore, our teachers are not prepared to meet the diverse needs of low income students. Induction and mentoring opportunities are inconsistent, and our district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty.

Our plans to improve the areas of need include continuing to schedule an early release day in October and two after-school professional development days in November. Each school will devote this time to disaggregating data and analyzing the released K-PREP data in their professional learning communities (PLCs). Plans also include the implementation of data rooms or data notebooks which allow for a visual display of data and conversations about individual students, trends, plans for improvement, etc. Celebrations, areas of concern, and plans for improvement will be identified and will become talking points in weekly PLCs. The District Instructional Leadership Team is coordinating elementary family and math nights that focus on the Kentucky Academic Standards and are ensuring that activities are aligned to appropriate grade levels. Opportunities for job-embedded learning will occur through PLCs and will focus on intervention and novice reduction efforts as well as a focus on research-based instructional strategies for teaching students of poverty.

The District Instructional Leadership Team hosted several professional learning opportunities during summer academies. Teachers participated in sessions that focused on reading, math, and writing. Other sessions included program review, interventions, behavior management and strategies including PBIS, science standards, formative assessment, and support with the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). Support for summer professional learning occurs throughout the year with assistance from the district instructional coaches. Specific initiatives to address novice reduction are provided through support and resources for implementing mini-tasks and developing literacy modules (LDC) and effective teaching practices and formative assessment lessons (MDC). Professional learning will focus on supporting and mentoring less experienced teachers. The instructional coaches will provide additional support and resources to teachers through co-teaching and professional learning communities.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

The Whitley County School District leadership team, under the guidance of the Chief Academic Officer, will assist our schools that need additional support, communicate district-wide expectations and policies, and obtain substantial stakeholder involvement to support the academic achievement and growth of all our students. Our improvement plan focuses on improving teaching and learning through identified activities and resources. District instructional coaches will provide regular, on-site assistance and support to all schools as well as maintain wiki pages on the district website that highlight best practices in English/language arts, math, science, and writing. Curriculum and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, STAR, etc. will provide reports that will be reviewed for implementation, support, and impact on student achievement.

The school calendar provides one early release day and the equivalent of one professional learning day for focus on disaggregation on all available data. Principals will present data results, improvement plans, delivery targets, and next steps to Site-Based Decision Making (SBDM) councils. Additionally, the principals present this information to the superintendent, deputy superintendent, chief academic officer, the district leadership team, and members of the Whitley County Board of Education. Implementation and impact checks are common practice as they are part of all SBDM agendas and all principals will enter progress notes as part of their Comprehensive School Improvement Plan. As part of the Principal Professional Growth and Effectiveness System, the superintendent and deputy superintendent will conduct site visits with each principal. Regular monitoring and support is provided by the district leadership team.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Upon reflection, the Whitley County School District is proud of our teachers, staff, and students as we are classified as a Distinguished/Progressing district. Eighty-seven point five percent of our schools are classified as Distinguished schools. Six of our schools, Boston Elementary, Oak Grove Elementary, Pleasant View Elementary, Whitley Central Intermediate, Whitley County Middle School, and Whitley County East Elementary, are highlighted as Schools of Distinction. Our district will continue to refine the district and school improvement plans to focus on areas of need while celebrating our strengths. The district is in the second year of our systemic process of improving student learning by evaluating the alignment and implementation of our district curriculum, instruction, and assessments with the Kentucky Academic Standards; prioritizing professional learning to focus on the standards, including the Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), assessment literacy, and the Professional Growth and Effectiveness System; and the continued monitoring of the progress of our implementation and improvement plans.

As a district, our focus is on individual students' strengths and areas in which they need to improve in order to be prepared for college, careers, and life. We began our journey a few years ago focused on intervention by developing learning centers focused on differentiation and utilizing data to deepen small group instruction in both reading and math. Our next steps include implementing work with lexile levels (reading) and quantile levels (math) and implementing mini-tasks from the Literacy Design Collaborative and formative assessment lessons from the Math Design Collaborative. We are also focusing on language mechanics and writing strategies. We - students, staff, parents, community members, and other stakeholders - are completely committed to Making GREAT Things Happen!

2016-2017 Comprehensive District Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive District Improvement Plan

Plan Description

The Whitley County Comprehensive School Improvement Plan sets out a design for district stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate district resources toward improving student achievement in all areas, closing achievement gaps, reducing the percentage of students scoring novice, and ensuring that all students achieve proficiency.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.9% to 63.5%, in middle school from 56.5% to 63.0% and at the high school from 37.6% to 52.5% in 2019.	Objectives: 1 Strategies: 4 Activities: 17	Organizational	\$2082893
2	Increase the percentage of students who are college and career ready from 67.1% to 70.2% by 2017.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$147000
3	Continue to increase the 4-Year Adjusted Cohort Graduation Rate Targets from 94.2% to 95.6% in 2020.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
4	Increase the average combined reading and math K-PREP scores for elementary students from 62.5% to 75.8%; middle school students from 60.3% to 75.5%; and for high school students from 43.2% to 68.4% in 2019	Objectives: 1 Strategies: 7 Activities: 25	Organizational	\$487600
5	Increase the percentage of children ready for kindergarten from 46.3% to 73.5% in 2019	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$102305
6	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 14	Organizational	\$0
7	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$0
8	The percentage of students reaching proficiency in writing will increase by 10% by 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0
9	100 percent of teachers will implement the new Kentucky Science Assessment system in their classroom.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.9% to 63.5%, in middle school from 56.5% to 63.0% and at the high school from 37.6% to 52.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 59.9% to 63.5%; middle school from 56.5% to 63.0%; and high school from 37.6% to 52.5% by 06/30/2017 as measured by the district report card.

Strategy 1:

Cognitive and Non-Cognitive Barriers - The Whitley County School District examines gap data to develop best instructional practices.

Category: Continuous Improvement

Activity - Gap Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze K-PREP, EPAS, MAP, IOWA and other student achievement data by gap groups to modify instructional practices Schools: All Schools	Policy and Process	10/03/2016	09/29/2017	\$0	No Funding Required	Paula Rickett, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team
Activity - Planning and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement Schools: All Schools	Policy and Process	08/08/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team
Activity - TELL KY Survey/Val-Ed Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Analyze data from the staff 2015 TELL KY survey and Val-Ed Survey to identify and address non-cognitive teaching and learning barriers Schools: All Schools	Policy and Process	08/08/2016	06/01/2017	\$0	No Funding Required	Paula Trickett, District Leadership Team
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Activity - McKinney-Vento Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The McKinney-Vento program will address the barriers that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, the district will ensure that each homeless child and youth has equal access to the same free and appropriate education as other children and youth and provide services to enable them to meet the district's challenging academic expectations to which all students are held Schools: All Schools	Academic Support Program	07/05/2016	06/30/2017	\$64893	Other	Paula Rickett, Meleesha Hooper

Strategy 2:

Reading and Math Initiatives - The Whitley County School District will support the integration of new teaching methods for closing the achievement gap in reading and math.

Category: Integrated Methods for Learning

Activity - Reading Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will visit schools providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The ELA wiki will be updated with these resources. Schools: All Schools	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will visit schools providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The math wiki will be updated with these resources. Schools: All Schools	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Read to Achieve (RTA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.</p> <p>Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School</p>	Academic Support Program	08/15/2016	06/30/2017	\$339500	Read to Achieve	Heather Stewart, Principals, RTA and Title 1 Teachers
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Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.</p> <p>Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School</p>	Academic Support Program	08/01/2016	06/30/2017	\$216000	Math Achievement Fund, Grant Funds	Kim Creekmore, Principals, MIT Teachers

Strategy 3:

21st Century Community Learning Centers - The 21st CCLC program services include academic intervention and enrichment activities along with a broad array of youth development opportunities.

Category: Integrated Methods for Learning

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.</p> <p>Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School</p>	Academic Support Program	09/01/2016	06/30/2017	\$450000	Other	Paula Rickett, Principals

Activity - Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, Laurel Bowlin
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Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals. Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School	Parent Involvement	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Laurel Bowlin, Principals

Strategy 4:

Response to Intervention - The Whitley County School District coordinates and provides resources for school Response to Intervention teams to address academic and behavioral needs for students with and without disabilities.

Category: Integrated Methods for Learning

Activity - AIMSweb Academic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide updated trainings and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps Schools: All Schools	Academic Support Program	08/22/2016	06/30/2017	\$12500	District Funding	Paula Rickett, Dr. Ralph Johnson, Crystal Barton

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide research-based resources for reading, math, science, and writing interventions Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities Schools: All Schools	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches
Activity - AIMSweb - Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide updated training and technical supports to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies Schools: All Schools	Behavioral Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Dr. Ralph Johnson, Paula Rickett
Activity - Journeys Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Heather Stewart
Activity - Save the Children (STC) Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices Schools: Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Grant Funds	Heather Stewart, Paula Rickett

Goal 2: Increase the percentage of students who are college and career ready from 67.1% to 70.2% by 2017.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 67.1% to 70.2% by 06/30/2017 as measured by the district report card.

Comprehensive District Improvement Plan

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Strategy 1:

Career Readiness Pathways, Academic and Career Advising - The Whitley County School District will provide counselors with resources that focus on college and career readiness and thus provide students exposure to a variety of career options and various career pathways.

Category: Career Readiness Pathways

Activity - Academic and Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to resources related to college and career readiness. Schools: Whitley County Middle School, Whitley County High School	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, Counselors, Gear Up Academic Specialist

Activity - AmeriCorp College Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The AmeriCorp Coach will provide first generation, college-going, low-income, and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future. Schools: Whitley County High School	Career Preparation/Orientation	09/12/2016	05/12/2017	\$0	No Funding Required	Counselor, Principal, AmeriCorp Coach

Activity - Gear Up and Link Crew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up Program provide our freshman students with opportunities to explore various careers and colleges while Link Crew provides mentoring of freshmen and sophomore students paired with upperclassmen. Schools: Whitley County High School	Extra Curricular, Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Community Engagement	07/01/2016	06/30/2017	\$5000	Other	Kim Creekmore, Paula Rickett

Strategy 2:

Course and Assessment Alignment - The Whitley County School District will continue to provide opportunities for dual and articulated credit.

Category: Integrated Methods for Learning

Activity - Dual and Articulated Credit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Develop and maintain policies which allow for dual and articulated credit for high school courses Schools: Whitley County High School	Policy and Process	07/04/2016	06/30/2017	\$0	No Funding Required	High School Principals, Board Administration
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Activity - Dual Credit Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior and senior students are given the opportunity to enroll in dual credit courses offered on-site and on the University of the Cumberslands campus. Schools: Whitley County High School	Academic Support Program	08/22/2016	06/30/2017	\$0	No Funding Required	High School Counselors, Paula Rickett, Principals

Strategy 3:

Acceleration - The Whitley County School District provides access and funding for teachers to receive Advanced Placement (AP) instructional training.

Category: Professional Learning & Support

Activity - Advanced Placement (AP) Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access and funding for high school teachers to receive AP instructional training Schools: Whitley County High School	Professional Learning	07/01/2016	06/30/2017	\$2000	District Funding	Principals, Paula Rickett

Activity - Advanced Placement (AP) Score Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain procedures for reviewing AP score reports Schools: Whitley County High School	Policy and Process	08/08/2016	06/30/2017	\$0	No Funding Required	Principals, Paula Rickett

Strategy 4:

Targeted Interventions - The Whitley County School District provides data for schools to determine which students are at risk of not meeting academic benchmarks or in need of additional supports.

Category: Continuous Improvement

Activity - Persistence to Graduation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation Tool (PtGT) to target needed interventions for students who are not meeting benchmarks Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, Paula Rickett, Patrick Bowlin, Ralph Johnson

Activity - Best Instructional Intervention Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Disseminate best instructional and intervention practices and resources in the areas of reading, English, writing, science, and math to teachers to assist students in reaching grade level benchmarks Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches
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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze ACT, K-PREP, EOC, KYOTE, KOSSA assessment results and determine instructional gaps to assist in providing strategies and activities to teachers. Schools: All Schools	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Principals, Paula Rickett

Activity - 21st CCLC Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing academic intervention will be referred to the 21st Century tutoring program. Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School	Tutoring	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals

Strategy 5:

GEAR UP Grant - GEAR UP seeks to increase the academic performance and preparation for postsecondary education for students in the 2020 graduation cohort.

Category: Career Readiness Pathways

Activity - Student Activities and College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GEAR UP cohort will visit college campuses to provide awareness of postsecondary opportunities and encourage students to consider postsecondary programs. Additional activities will be provided for GEAR UP students that encourage college and career readiness. Schools: Whitley County Middle School, Whitley County High School	Career Preparation/Orientation	08/08/2016	06/30/2017	\$75000	Other	Principal, Academic Specialist, Kim Creekmore

Activity - GEAR UP Mentoring and Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GEAR UP Mentoring and Tutoring Program will serve as an advisor/advisee program structured to promote and explore college and career pathways. Students will continue to work on Individual Learning Plans, research careers through guest speakers, etc. Students will be provided academic counseling and tutoring services in the area(s) of individual student need. Schools: Whitley County Middle School, Whitley County High School	Academic Support Program	08/15/2016	06/30/2017	\$65000	Other	Principal, Academic Specialist, Kim Creekmore

Goal 3: Continue to increase the 4-Year Adjusted Cohort Graduation Rate Targets from 94.2% to 95.6% in 2020.

Measurable Objective 1:

collaborate to increase the 4-Year Adjusted Cohort Graduation Rate Target from 94.2% to 95.6% by 06/30/2017 as measured by the district report card.

Strategy 1:

Career Readiness Pathways - The Whitley County School District will assist schools in ensuring that all high school students complete 100% of the Individual Learning Plan (ILP) activities.

Category: Career Readiness Pathways

Activity - ILP Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources and technical assistance for Career Cruising and ILP's Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Alternative School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Professional Learning	08/22/2016	06/30/2017	\$0	No Funding Required	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Activity - ILP Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor each school's completion percentage of ILP requirements Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Alternative School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Policy and Process	08/22/2016	06/30/2017	\$0	No Funding Required	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Activity - Academic & Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students with career pathway information related to their ILP's in order to make elective choices Schools: Whitley County High School	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	No Funding Required	High School Counselors, Middle School Counselor, Principals, Gear Up Academic Specialist

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Strategy 2:

Persistence to Graduation - Utilize the Persistence to Graduation Tool to identify students who may be off-track for promotion or on-time graduation.

Category: Persistence to Graduation

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be analyzed to identify students who may be off-track for promotion or on-time graduation. These students will receive targeted assistance and intervention. Schools: All Schools	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Counselors, Principals

Strategy 3:

Parent Involvement - The Whitley County School District will ensure that parents are aware and involved in the development and monitoring of the student's ILP.

Category: Stakeholder Engagement

Activity - ILP Parent/Guardian Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Alternative School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12

Goal 4: Increase the average combined reading and math K-PREP scores for elementary students from 62.5% to 75.8%; middle school students from 60.3% to 75.5%; and for high school students from 43.2% to 68.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for elementary students from 62.5% to 75.8%; for middle school students from 60.3% to 75.5%; and for high school students from 43.2% to 68.4% by 06/30/2016 as measured by the district report card.

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Strategy 1:

Curriculum Development - The Whitley County School District will facilitate district team meetings in developing and updating curriculum.

Category: Learning Systems

Activity - Curriculum and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine student K-PREP, MAP. IOWA, common assessment data to identify gaps and make necessary adjustments to curriculum maps Schools: All Schools	Policy and Process	07/25/2016	06/30/2017	\$3000	Other	Paula Rickett, District Leadership Team, Curriculum Design Team
Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to identify and disseminate instructional resources for Kentucky Academic Standards Schools: All Schools	Academic Support Program	07/25/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches
Activity - Technology Assisted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, our universal screener, progress monitoring programs, and other core programs Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Heather Stewart, Kellie Anderson, Theresa Hinkle
Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinate and facilitate reading and math nights involving parents and community members in academic activities Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Community Engagement	08/15/2016	06/30/2017	\$2100	Other	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators

Strategy 2:

Professional Learning - The Whitley County School District will provide high-quality professional learning for teachers based on school and district improvement plans.

Category: Professional Learning & Support

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Activity - 21st Century Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support teachers through professional learning opportunities in 21st Century instruction in reading, math, writing, science, and technology Schools: All Schools	Professional Learning	07/25/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore, Instructional Coaches

Strategy 3:

Response to Intervention - The Whitley County School District coordinates and provides resources for school Response to Intervention teams to address academic and behavioral needs for students with and without disabilities.

Category: Integrated Methods for Learning

Activity - AIMSweb - Academic	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$12500	District Funding	Paula Rickett, Dr. Ralph Johnson, Pam Halstead, Crystal Barton

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide research-based resources for reading, math, science, and writing interventions Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walk through documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities Schools: All Schools	Policy and Process	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches

Activity - AIMSweb - Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies Schools: All Schools	Behavioral Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Dr. Ralph Johnson, Paula Rickett, Pam Halstead

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Strategy 4:

Systemic Instructional Process - The Whitley County School District will utilize learning methods that focus specifically on literacy and math.

Category: Integrated Methods for Learning

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and build capacity of teachers to utilize the Literacy Design Collaborative Modules to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts. Schools: All Schools	Professional Learning	07/25/2016	06/30/2017	\$5000	Other	Paula Rickett, Heather Stewart, Laurel Bowlin

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training and build capacity for teacher to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning framework and analyze work for student growth and reflection for teacher practice. Schools: All Schools	Academic Support Program	07/25/2016	06/30/2017	\$5000	Other	Paula Rickett and Kim Creekmore

Activity - Gifted and Talented Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested. Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Academic Support Program	09/01/2016	04/28/2017	\$10000	Other	Paula Rickett, Ruth Osborne

Strategy 5:

Initiatives for Kentucky Academic Standards - The Whitley County School District will provide instructional coaches in the areas of reading, writing, math, and science.

Resources related to the draft social studies standards will also be provided.

Category: Integrated Methods for Learning

Activity - Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district instructional coaches will visit each school as requested providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the ELA wiki with these resources. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will visit each school as requested providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coach will update the math wiki with these resources. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Science Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will visit each school as requested providing support with the new Next Generation Science Standards (NGSS), instructional strategies, intervention strategies, etc. based on the needs of the teachers. Coaches will also collaborate with teachers to develop and refine curriculum maps that are aligned with NGSS. The district instructional coach will update the science wiki with these resources as well as the resources received from participation in the Kentucky Science Network. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Social Studies Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional coaches will update the social studies wiki with resources related to the drafted social studies standards. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
Activity - Writing Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will visit each school regularly providing support with writing instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the writing wiki with these resources. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Coaches will plan and co-teach lessons with teachers as requested. Schools: All Schools	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
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Strategy 6:

21st Century Community Learning Centers - The 21st CCLC program services include academic intervention and enrichment activities along with a broad array of youth development activities.

Category: Integrated Methods for Learning

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers tutor students and provide interventions in order to meet the core standards in academic subjects. Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School	Academic Support Program	09/01/2016	06/30/2017	\$450000	Other	Paula Rickett, Principals

Activity - Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership Schools: Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, Laurel Bowlin

Activity - Parent Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals. Schools: Whitley County East Elementary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley County North Elementary School	Parent Involvement	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, Laurel Bowlin

Strategy 7:

School/Student Data Analysis - The Whitley County School District will review, analyze, and apply data to increase student achievement.

Category: Continuous Improvement

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Activity - Data Room/Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist schools in creating/implementing visual representations of data through data rooms or data notebooks and having data room meetings. Schools: All Schools	Academic Support Program	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
Activity - Assessment Literacy and Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data Schools: All Schools	Professional Learning	09/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support to teachers in utilizing formative and assessment data to inform instruction. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with support to plan instruction, reflect on implementation, and pinpoint student needs to increase student proficiency. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, Instructional Coaches

Goal 5: Increase the percentage of children ready for kindergarten from 46.3% to 73.5% in 2019

Measurable Objective 1:

collaborate to increase the percentage of children ready for kindergarten from 50.2% to 57.6% by 06/30/2017 as measured by Brigance Kindergarten screener.

Strategy 1:

School Readiness - The Whitley County School District utilizes early childhood providers, families, and community members to ensure all children experience effective transitions to school entry.

Category: Career Readiness Pathways

Activity - Preschool/Headstart Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley County North Elementary School	Academic Support Program	07/05/2016	06/30/2017	\$0	No Funding Required	Dr. Ralph Johnson and Sulia Douglas
Activity - Preschool Classroom Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley County North Elementary School	Academic Support Program	07/05/2016	06/30/2017	\$0	No Funding Required	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Activity - Early Steps to School Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with community programs to promote literacy development resources for preschool children at school, as well as, in their homes, such as visits by trained para-professionals, evaluations and referrals to health and special services, provision of free literacy materials, parent education, and liaison between homes and other community service agencies Schools: Whitley County Central Primary School, Pleasant View Elementary School, Oak Grove Elementary School	Academic Support Program	08/15/2016	06/30/2017	\$102305	District Funding	Paula Rickett and Heather Stewart
Activity - Brigance Screener and OMS Data Entry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley County North Elementary School	Professional Learning	08/09/2016	10/02/2017	\$0	No Funding Required	Paula Rickett, Heather Stewart
Activity - Preschool Service Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Oak Grove Elementary School, Whitley County North Elementary School	Academic Support Program	08/22/2016	06/30/2017	\$0	No Funding Required	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
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Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the District Report Card.

Strategy 1:

Continuous Improvement - The Whitley County School District will provide training and support with novice reduction strategies in reading.

Category: Continuous Improvement

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the ELA standards. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches

Activity - Best Instructional Reading Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will provide support and training with research-based best practices for reading and reading intervention. Schools: All Schools	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches and RTA teachers will provide resources for intervention teams to address reading needs. The instructional coaches will also provide training and support with the RTI component of our Journeys reading series. Schools: All Schools	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Heather Stewart, and RTA teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District personnel will provide training focused specifically on teaching students of high poverty with resources provided from the Poverty Institute through SouthEast SouthCentral Cooperative.	Professional Learning	11/30/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore
Schools: All Schools						

Activity - Literacy Design Collaborative (LDC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School						

Strategy 2:

Highly Qualified and Equitable Distribution - All teachers and paraeducators will be highly qualified according to required guidelines. The district will ensure that teachers are equitable distributed throughout the district.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principals and District Administration
Schools: All Schools						

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration will ensure that principals complete their yearly Highly Qualified report	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals
Schools: All Schools						

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore, Principals
Schools: All Schools						

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress Schools: All Schools	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers. Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals

Strategy 3:

Novice Reduction Strategies- Whitley County School District will provide training and support with novice reduction strategies in reading - The Whitley County School District will provide training and support with novice reduction strategies in reading.

Category: Continuous Improvement

Activity - Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted, specific, timely, user-friendly, actionable and positive. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches

Activity - Direct/Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure, mastery before progressing in the curriculum. Schools: All Schools	Direct Instruction	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, and Instructional Coaches

Activity - Metacognitive Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will embed metacognition strategies in daily literacy instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, Instructional Coaches
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Activity - Formative Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed formative evaluation in daily literacy instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals and Instructional Coaches

Goal 7: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the District Report Card.

Strategy 1:

Continuous Improvement - The Whitley County School District will provide training and instructional support for teachers.

Category: Continuous Improvement

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the math standards and math practices. Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches

Activity - Best Instructional Math Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will provide support and training with research-based best practices for math and math intervention. Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district instructional coaches and math intervention teachers will provide resources for intervention teams to address math needs. Training and support with the intervention resources in the Go Math! series will be provided as needed. Schools: All Schools	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will provide training focused specifically on teaching students of high poverty with resources and strategies provided through SESC. Schools: All Schools	Professional Learning	11/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Instructional Coaches

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice. Schools: Whitley County East Elementary School, Whitley County Central Primary School, Boston Elementary School, Pleasant View Elementary School, Whitley County Middle School, Whitley County High School, Oak Grove Elementary School, Whitley Central Intermediate School, Whitley County North Elementary School	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore

Strategy 2:

Highly Qualified and Equitable Distribution - All teachers and predictors will be highly qualified according to required guidelines. The district will ensure that teachers are equitably distributed through the district.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs Schools: All Schools	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore, Principals

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Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress Schools: All Schools	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers Schools: All Schools	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	District Administration and Principals

Strategy 3:

Novice Reduction Strategies - The Whitley County School District will provide training and support with novice reduction strategies in math.

Category: Continuous Improvement

Activity - Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted and specific, timely, user-friendly, actionable, and positive. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches

Activity - Direct/Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum. Schools: All Schools	Direct Instruction	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, Instructional Coaches

Activity - Metacognitive Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed metacognition strategies in daily math instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, Instructional Coaches

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Activity - Formative Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed formative evaluation in daily math instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, Instructional Coaches

Goal 8: The percentage of students reaching proficiency in writing will increase by 10% by 2017.

Measurable Objective 1:

collaborate to increase the number of students scoring proficiency in writing by 06/30/2017 as measured by the District Report Card.

Strategy 1:

Continuous improvement - The Whitley County School District will provide training and instructional support for teachers.

Category: Continuous Improvement

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the writing standards. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Best Instructional Writing Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will provide support and training with research-based best practices for writing. Schools: All Schools	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Writing Scrimmage Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will help plan and provide support for on-demand writing scrimmage test. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District personnel will provide training focused specifically on teaching the state writing standards. Schools: All Schools	Professional Learning	07/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore
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Strategy 2:

Novice Reduction Strategies - The Whitley County School District will provide training and support with novice reduction in writing.

Category: Continuous Improvement

Activity - Effective Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional coaches will provide support and feedback for teachers that aims to reduce the gap between the prior or current achievement and the success criteria. This will be done by modeling feedback to students that is targeted, specific, timely, and uses the on-demand rubric vocabulary. Schools: All Schools	Academic Support Program	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, District Instructional Coaches

Activity - Direct/Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure, mastery before progressing in the curriculum. Schools: All Schools	Direct Instruction	08/15/2016	06/30/2017	\$0	No Funding Required	Paula Rickett, Principals, District Instructional Coaches

Activity - Metacognitive Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed metacognition strategies in daily writing instruction. These strategies will include connecting new information to prior knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior. Schools: All Schools	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Paula Rickett, Principals, District Instructional Coaches

Goal 9: 100 percent of teachers will implement the new Kentucky Science Assessment system in their classroom.

Measurable Objective 1:

collaborate to increase classroom teacher's understanding of the new Kentucky Science Assessment system by 06/30/2017 as measured by implementation check .

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Strategy 1:

Continuous Improvement - The Whitley County School District will provide training and instructional support for teachers.

Category: Continuous Improvement

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will provide support and training for teachers focused on the NGSS standards. Schools: All Schools	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Best Instructional Science Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will provide support and training for implementation of three dimensional science instruction. Schools: All Schools	Professional Learning	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the NGSS standards. Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Classroom Embedded Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will meet in PLC's with teachers to develop, discuss, and analyze Classroom Embedded Assessment (CEA). Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches
Activity - Through Course Assessment Task	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district instructional coaches will meet with teachers in PLC's to support them in the process of selecting and working through the TCT prior to administration. Schools: All Schools	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Paula Rickett and Instructional Coaches

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Total					\$339500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AIMSweb Academic	Continue to provide updated trainings and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps	Academic Support Program	08/22/2016	06/30/2017	\$12500	Paula Rickett, Dr. Ralph Johnson, Crystal Barton
Advanced Placement (AP) Training	Provide access and funding for high school teachers to receive AP instructional training	Professional Learning	07/01/2016	06/30/2017	\$2000	Principals, Paula Rickett
Early Steps to School Success	Collaborate with community programs to promote literacy development resources for preschool children at school, as well as, in their homes, such as visits by trained para-professionals, evaluations and referrals to health and special services, provision of free literacy materials, parent education, and liaison between homes and other community service agencies	Academic Support Program	08/15/2016	06/30/2017	\$102305	Paula Rickett and Heather Stewart
AIMSweb - Academic	Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps	Academic Support Program	08/15/2016	06/30/2017	\$12500	Paula Rickett, Dr. Ralph Johnson, Pam Halstead, Crystal Barton
Total					\$129305	

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$50000	Kim Creekmore, Principals, MIT Teachers
Total					\$1050000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Design Collaborative	Provide training and build capacity of teachers to utilize the Literacy Design Collaborative Modules to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts.	Professional Learning	07/25/2016	06/30/2017	\$5000	Paula Rickett, Heather Stewart, Laurel Bowlin
McKinney-Vento Grant	The McKinney-Vento program will address the barriers that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, the district will ensure that each homeless child and youth has equal access to the same free and appropriate education as other children and youth and provide services to enable them to meet the district's challenging academic expectations to which all students are held	Academic Support Program	07/05/2016	06/30/2017	\$64893	Paula Rickett, Meleesha Hooper
Math Design Collaborative	Provide training and build capacity for teacher to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning framework and analyze work for student growth and reflection for teacher practice.	Academic Support Program	07/25/2016	06/30/2017	\$5000	Paula Rickett and Kim Creekmore
Student Activities and College Visits	GEAR UP cohort will visit college campuses to provide awareness of postsecondary opportunities and encourage students to consider postsecondary programs. Additional activities will be provided for GEAR UP students that encourage college and career readiness.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$75000	Principal, Academic Specialist, Kim Creekmore

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Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Gear Up and Link Crew	The Gear Up Program provide our freshman students with opportunities to explore various careers and colleges while Link Crew provides mentoring of freshmen and sophomore students paired with upperclassmen.	Extra Curricular, Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Community Engagement	07/01/2016	06/30/2017	\$5000	Kim Creekmore, Paula Rickett
GEAR UP Mentoring and Tutoring Program	The GEAR UP Mentoring and Tutoring Program will serve as an advisor/advisee program structured to promote and explore college and career pathways. Students will continue to work on Individual Learning Plans, research careers through guest speakers, etc. Students will be provided academic counseling and tutoring services in the area(s) of individual student need.	Academic Support Program	08/15/2016	06/30/2017	\$65000	Principal, Academic Specialist, Kim Creekmore
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Curriculum and Data Analysis	Examine student K-PREP, MAP. IOWA, common assessment data to identify gaps and make necessary adjustments to curriculum maps	Policy and Process	07/25/2016	06/30/2017	\$3000	Paula Rickett, District Leadership Team, Curriculum Design Team
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Total					\$1134993	

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Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$166000	Kim Creekmore, Principals, MIT Teachers
Total					\$166000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning and Monitoring	Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement	Policy and Process	08/08/2016	06/30/2017	\$0	Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team
Response to Intervention	The district instructional coaches and RTA teachers will provide resources for intervention teams to address reading needs. The instructional coaches will also provide training and support with the RTI component of our Journeys reading series.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, and RTA teachers
Data Analysis	Analyze ACT, K-PREP, EOC, KYOTE, KOSSA assessment results and determine instructional gaps to assist in providing strategies and activities to teachers.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principals, Paula Rickett
Classroom Embedded Assessment	The district instructional coaches will meet in PLC's with teachers to develop, discuss, and analyze Classroom Embedded Assessment (CEA).	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Response to Intervention	The district instructional coaches and math intervention teachers will provide resources for intervention teams to address math needs. Training and support with the intervention resources in the Go Math! series will provided as needed.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Metacognitive Strategies	Teachers will embed metacognition strategies in daily math instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches

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Equitable Distribution	District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Highly Qualified Professional Development	Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Principals
Metacognitive Strategies	Teachers will embed metacognition strategies in daily literacy instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Professional Learning	District personnel will provide training focused specifically on teaching students of high poverty with resources and strategies provided through SESC.	Professional Learning	11/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Through Course Assessment Task	The district instructional coaches will meet with teachers in PLC's to support them in the process of selecting and working through the TCT prior to administration.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Best Instructional Reading Practices	The district instructional coaches will provide support and training with research-based best practices for reading and reading intervention.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Formative Evaluation	Teachers will embed formative evaluation in daily math instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.	Direct Instruction	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Best Instructional Math Practices	The district instructional coaches will provide support and training with research-based best practices for math and math intervention.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart

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Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the writing standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Formative and Summative Assessments	Provide support to teachers in utilizing formative and assessment data to inform instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the math standards and math practices.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Intervention Resources	Continue to provide research-based resources for reading, math, science, and writing interventions	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches
Instructional Resources	Continue to identify and disseminate instructional resources for Kentucky Academic Standards	Academic Support Program	07/25/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Best Instructional Writing Practices	The district instructional coaches will provide support and training with research-based best practices for writing.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Co-Teaching	Instructional Coaches will plan and co-teach lessons with teachers as requested.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Advanced Placement (AP) Score Reports	Maintain procedures for reviewing AP score reports	Policy and Process	08/08/2016	06/30/2017	\$0	Principals, Paula Rickett
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Highly Qualified Professional Development	Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Principals
Highly Qualified Report	District level administration will ensure that principals complete their yearly Highly Qualified report	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Professional Learning	District personnel will provide training focused specifically on teaching the state writing standards.	Professional Learning	07/01/2016	05/31/2017	\$0	Paula Rickett, Kim Creekmore
AIMSweb - Behavior	Continue to provide updated training and technical supports to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies	Behavioral Support Program	08/15/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett
Math Support	The district instructional coaches will visit schools providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The math wiki will be updated with these resources.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure, mastery before progressing in the curriculum.	Direct Instruction	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, and Instructional Coaches
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas
Highly Qualified Status	District level administration in collaboration with the principals will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals and District Administration
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure, mastery before progressing in the curriculum.	Direct Instruction	08/15/2016	06/30/2017	\$0	Paula Rickett, Principals, District Instructional Coaches
AIMSweb - Behavior	Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies	Behavioral Support Program	08/15/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Pam Halstead
Data Analysis	Data will be analyzed to identify students who may be off-track for promotion or on-time graduation. These students will receive targeted assistance and intervention.	Academic Support Program	07/01/2016	06/30/2017	\$0	Paula Rickett, Counselors, Principals
Recruitment and Retention of Highly Qualified Teachers	District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Administration and Principals
Professional Learning Communities	Provide teachers with support to plan instruction, reflect on implementation, and pinpoint student needs to increase student proficiency.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Principals, Instructional Coaches

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Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Persistence to Graduation	Utilize the Persistence to Graduation Tool (PtGT) to target needed interventions for students who are not meeting benchmarks	Academic Support Program	07/01/2016	06/30/2017	\$0	Principals, Paula Rickett, Patrick Bowlin, Ralph Johnson
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the ELA standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Academic & Career Advising	Provide all students with career pathway information related to their ILP's in order to make elective choices	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	High School Counselors, Middle School Counselor, Principals, Gear Up Academic Specialist
Technology Assisted Instruction	Continue to provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, our universal screener, progress monitoring programs, and other core programs	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Kellie Anderson, Theresa Hinkle
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Recruitment and Retention of Highly Qualified Teachers	District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Administration and Principals
Equitable Distribution	District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers.	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Teacher Training	The district instructional coaches will provide support and training for teachers focused on the NGSS standards.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches

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21st Century Instruction	Continue to support teachers through professional learning opportunities in 21st Century instruction in reading, math, writing, science, and technology	Professional Learning	07/25/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Instructional Coaches
Professional Learning	District personnel will provide training focused specifically on teaching students of high poverty with resources provided from the Poverty Institute through SouthEast SouthCentral Cooperative.	Professional Learning	11/30/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
Math Initiative	The district instructional coaches will visit each school as requested providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coach will update the math wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Best Instructional Intervention Practices	Disseminate best instructional and intervention practices and resources in the areas of reading, English, writing, science, and math to teachers to assist students in reaching grade level benchmarks	Academic Support Program	08/08/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Science Initiative	The district instructional coaches will visit each school as requested providing support with the new Next Generation Science Standards (NGSS), instructional strategies, intervention strategies, etc. based on the needs of the teachers. Coaches will also collaborate with teachers to develop and refine curriculum maps that are aligned with NGSS. The district instructional coach will update the science wiki with these resources as well as the resources received from participation in the Kentucky Science Network.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Effective Feedback	Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted, specific, timely, user-friendly, actionable and positive.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett and Instructional Coaches
Assessment Literacy and Data Disaggregation	Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data	Professional Learning	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Metacognitive Strategies	Teachers will embed metacognition strategies in daily writing instruction. These strategies will include connecting new information to prior knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, District Instructional Coaches
Formative Evaluation	Teachers will embed formative evaluation in daily literacy instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals and Instructional Coaches

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Dual Credit Courses	Junior and senior students are given the opportunity to enroll in dual credit courses offered on-site and on the University of the Cumberlands campus.	Academic Support Program	08/22/2016	06/30/2017	\$0	High School Counselors, Paula Rickett, Principals
Progress Monitoring	Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities	Policy and Process	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches
Writing Scrimmage Test	The district instructional coaches will help plan and provide support for on-demand writing scrimmage test.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Highly Qualified Status	District level administration in collaboration with the principals will review highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Academic and Career Advising	Provide access to resources related to college and career readiness.	Professional Learning	08/08/2016	06/30/2017	\$0	Paula Rickett, Principals, Counselors, Gear Up Academic Specialist
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Progress Monitoring	Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walk through documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities	Policy and Process	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Effective Feedback	District instructional coaches will provide support and feedback for teachers that aims to reduce the gap between the prior or current achievement and the success criteria. This will be done by modeling feedback to students that is targeted, specific, timely, and uses the on-demand rubric vocabulary.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore

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AmeriCorp College Coach	The AmeriCorp Coach will provide first generation, college-going, low-income, and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	09/12/2016	05/12/2017	\$0	Counselor, Principal, AmeriCorp Coach
Reading Support	The district instructional coaches will visit schools providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The ELA wiki will be updated with these resources.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Effective Feedback	Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted and specific, timely, user-friendly, actionable, and positive.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett and Instructional Coaches
Reading Initiative	The district instructional coaches will visit each school as requested providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the ELA wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
TELL KY Survey/Val-Ed Survey	Analyze data from the staff 2015 TELL KY survey and Val-Ed Survey to identify and address non-cognitive teaching and learning barriers	Policy and Process	08/08/2016	06/01/2017	\$0	Paula Trickett, District Leadership Team
Intervention Resources	Continue to provide research-based resources for reading, math, science, and writing interventions	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches
Data Room/Data Notebooks	Assist schools in creating/implementing visual representations of data through data rooms or data notebooks and having data room meetings.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the NGSS standards.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
Gap Data Analysis	Analyze K-PREP, EPAS, MAP, IOWA and other student achievement data by gap groups to modify instructional practices	Policy and Process	10/03/2016	09/29/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team

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ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Social Studies Initiative	District instructional coaches will update the social studies wiki with resources related to the drafted social studies standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Writing Initiative	The district instructional coaches will visit each school regularly providing support with writing instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the writing wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Best Instructional Science Practices	The district instructional coaches will provide support and training for implementation of three dimensional science instruction.	Professional Learning	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Dual and Articulated Credit	Develop and maintain policies which allow for dual and articulated credit for high school courses	Policy and Process	07/04/2016	06/30/2017	\$0	High School Principals, Board Administration
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation	Utilize the Persistence to Graduation Tool (PtGT) to target needed interventions for students who are not meeting benchmarks	Academic Support Program	07/01/2016	06/30/2017	\$0	Principals, Paula Rickett, Patrick Bowlin, Ralph Johnson
Curriculum and Data Analysis	Examine student K-PREP, MAP. IOWA, common assessment data to identify gaps and make necessary adjustments to curriculum maps	Policy and Process	07/25/2016	06/30/2017	\$3000	Paula Rickett, District Leadership Team, Curriculum Design Team
Instructional Resources	Continue to identify and disseminate instructional resources for Kentucky Academic Standards	Academic Support Program	07/25/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Technology Assisted Instruction	Continue to provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, our universal screener, progress monitoring programs, and other core programs	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Kellie Anderson, Theresa Hinkle
21st Century Instruction	Continue to support teachers through professional learning opportunities in 21st Century instruction in reading, math, writing, science, and technology	Professional Learning	07/25/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Instructional Coaches
AIMSweb - Academic	Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps	Academic Support Program	08/15/2016	06/30/2017	\$12500	Paula Rickett, Dr. Ralph Johnson, Pam Halstead, Crystal Barton

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Intervention Resources	Continue to provide research-based resources for reading, math, science, and writing interventions	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches
Progress Monitoring	Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walk through documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities	Policy and Process	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Instructional Coaches
Best Instructional Intervention Practices	Disseminate best instructional and intervention practices and resources in the areas of reading, English, writing, science, and math to teachers to assist students in reaching grade level benchmarks	Academic Support Program	08/08/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Gap Data Analysis	Analyze K-PREP, EPAS, MAP, IOWA and other student achievement data by gap groups to modify instructional practices	Policy and Process	10/03/2016	09/29/2017	\$0	Paula Rickett, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team
Planning and Monitoring	Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement	Policy and Process	08/08/2016	06/30/2017	\$0	Paula Rickett, Patrick Bowlin, Dr. Ralph Johnson, Principals, Instructional Coaches, District Leadership Team
TELL KY Survey/Val-Ed Survey	Analyze data from the staff 2015 TELL KY survey and Val-Ed Survey to identify and address non-cognitive teaching and learning barriers	Policy and Process	08/08/2016	06/01/2017	\$0	Paula Trickett, District Leadership Team
Data Analysis	Data will be analyzed to identify students who may be off-track for promotion or on-time graduation. These students will receive targeted assistance and intervention.	Academic Support Program	07/01/2016	06/30/2017	\$0	Paula Rickett, Counselors, Principals
Literacy Design Collaborative	Provide training and build capacity of teachers to utilize the Literacy Design Collaborative Modules to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts.	Professional Learning	07/25/2016	06/30/2017	\$5000	Paula Rickett, Heather Stewart, Laurel Bowlin

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Math Design Collaborative	Provide training and build capacity for teacher to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning framework and analyze work for student growth and reflection for teacher practice.	Academic Support Program	07/25/2016	06/30/2017	\$5000	Paula Rickett and Kim Creekmore
AIMSweb - Behavior	Continue to provide updated training and technical support to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies	Behavioral Support Program	08/15/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Pam Halstead
Reading Support	The district instructional coaches will visit schools providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The ELA wiki will be updated with these resources.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Math Support	The district instructional coaches will visit schools providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The math wiki will be updated with these resources.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
McKinney-Vento Grant	The McKinney-Vento program will address the barriers that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, the district will ensure that each homeless child and youth has equal access to the same free and appropriate education as other children and youth and provide services to enable them to meet the district's challenging academic expectations to which all students are held	Academic Support Program	07/05/2016	06/30/2017	\$64893	Paula Rickett, Meleesha Hooper
Reading Initiative	The district instructional coaches will visit each school as requested providing support with reading instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the ELA wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Math Initiative	The district instructional coaches will visit each school as requested providing support with math instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coach will update the math wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Science Initiative	The district instructional coaches will visit each school as requested providing support with the new Next Generation Science Standards (NGSS), instructional strategies, intervention strategies, etc. based on the needs of the teachers. Coaches will also collaborate with teachers to develop and refine curriculum maps that are aligned with NGSS. The district instructional coach will update the science wiki with these resources as well as the resources received from participation in the Kentucky Science Network.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Social Studies Initiative	District instructional coaches will update the social studies wiki with resources related to the drafted social studies standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches

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Writing Initiative	The district instructional coaches will visit each school regularly providing support with writing instructional strategies, intervention strategies, etc. based on the needs of the teachers. The district instructional coaches will update the writing wiki with these resources.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Data Analysis	Analyze ACT, K-PREP, EOC, KYOTE, KOSSA assessment results and determine instructional gaps to assist in providing strategies and activities to teachers.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principals, Paula Rickett
Co-Teaching	Instructional Coaches will plan and co-teach lessons with teachers as requested.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Data Room/Data Notebooks	Assist schools in creating/implementing visual representations of data through data rooms or data notebooks and having data room meetings.	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Assessment Literacy and Data Disaggregation	Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data	Professional Learning	09/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Formative and Summative Assessments	Provide support to teachers in utilizing formative and assessment data to inform instruction.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Professional Learning Communities	Provide teachers with support to plan instruction, reflect on implementation, and pinpoint student needs to increase student proficiency.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Principals, Instructional Coaches
AIMSweb Academic	Continue to provide updated trainings and technical support to school managers and teachers using the AIMSweb software to identify student achievement gaps and develop instructional strategies to address the gaps	Academic Support Program	08/22/2016	06/30/2017	\$12500	Paula Rickett, Dr. Ralph Johnson, Crystal Barton
Intervention Resources	Continue to provide research-based resources for reading, math, science, and writing interventions	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches
Progress Monitoring	Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark assessment data, and professional learning communities	Policy and Process	08/15/2016	06/30/2017	\$0	Paula Rickett, Dr. Ralph Johnson, District Instructional Coaches
AIMSweb - Behavior	Continue to provide updated training and technical supports to school managers and teachers using the AIMSweb software to identify behavior issues and develop intervention strategies	Behavioral Support Program	08/15/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the ELA standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches

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Best Instructional Reading Practices	The district instructional coaches will provide support and training with research-based best practices for reading and reading intervention.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Response to Intervention	The district instructional coaches and RTA teachers will provide resources for intervention teams to address reading needs. The instructional coaches will also provide training and support with the RTI component of our Journeys reading series.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, and RTA teachers
Professional Learning	District personnel will provide training focused specifically on teaching students of high poverty with resources provided from the Poverty Institute through SouthEast SouthCentral Cooperative.	Professional Learning	11/30/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the math standards and math practices.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Best Instructional Math Practices	The district instructional coaches will provide support and training with research-based best practices for math and math intervention.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Response to Intervention	The district instructional coaches and math intervention teachers will provide resources for intervention teams to address math needs, Training and support with the intervention resources in the Go Math! series will provided as needed.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Professional Learning	District personnel will provide training focused specifically on teaching students of high poverty with resources and strategies provided through SESC.	Professional Learning	11/01/2016	06/30/2017	\$0	Paula Rickett, Instructional Coaches
Highly Qualified Status	District level administration in collaboration with the principals will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals and District Administration
Highly Qualified Report	District level administration will ensure that principals complete their yearly Highly Qualified report	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Highly Qualified Professional Development	Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Principals
Recruitment and Retention of Highly Qualified Teachers	District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Administration and Principals
Equitable Distribution	District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers.	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals

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Highly Qualified Status	District level administration in collaboration with the principals will review highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Highly Qualified Professional Development	Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore, Principals
Recruitment and Retention of Highly Qualified Teachers	District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0	District Administration and Principals
Equitable Distribution	District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers	Policy and Process	07/01/2016	06/30/2017	\$0	District Administration and Principals
Effective Feedback	Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted and specific, timely, user-friendly, actionable, and positive.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett and Instructional Coaches
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.	Direct Instruction	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Metacognitive Strategies	Teachers will embed metacognition strategies in daily math instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Formative Evaluation	Teachers will embed formative evaluation in daily math instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Effective Feedback	Instructional coaches will provide support for teachers with feedback that aims to reduce the gap between prior or current achievement and the success criteria through targeted, specific, timely, user-friendly, actionable and positive.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett and Instructional Coaches
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in the curriculum.	Direct Instruction	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, and Instructional Coaches

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Metacognitive Strategies	Teachers will embed metacognition strategies in daily literacy instruction. These strategies will include connecting new information to former knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, Instructional Coaches
Formative Evaluation	Teachers will embed formative evaluation in daily literacy instruction. This process is a progression of formative assessment and utilizing results to determine impact on learning and drive further instruction.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals and Instructional Coaches
Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the writing standards.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Best Instructional Writing Practices	The district instructional coaches will provide support and training with research-based best practices for writing.	Professional Learning, Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Writing Scrimmage Test	The district instructional coaches will help plan and provide support for on-demand writing scrimmage test.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Professional Learning	District personnel will provide training focused specifically on teaching the state writing standards.	Professional Learning	07/01/2016	05/31/2017	\$0	Paula Rickett, Kim Creekmore
Teacher Training	The district instructional coaches will provide support and training for teachers focused on the NGSS standards.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Effective Feedback	District instructional coaches will provide support and feedback for teachers that aims to reduce the gap between the prior or current achievement and the success criteria. This will be done by modeling feedback to students that is targeted, specific, timely, and uses the on-demand rubric vocabulary.	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, District Instructional Coaches
Best Instructional Science Practices	The district instructional coaches will provide support and training for implementation of three dimensional science instruction.	Professional Learning	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Direct/Explicit Instruction	Teachers will utilize the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies. Teachers will ensure integration of differentiation, provide appropriate challenge and rigor, and ensure, mastery before progressing in the curriculum.	Direct Instruction	08/15/2016	06/30/2017	\$0	Paula Rickett, Principals, District Instructional Coaches

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Co-Teaching	The district instructional coaches will plan and co-teach lessons with teachers focused on the implementation and rigor of the NGSS standards.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Metacognitive Strategies	Teachers will embed metacognition strategies in daily writing instruction. These strategies will include connecting new information to prior knowledge; selecting thinking strategies deliberately; planning, monitoring, and evaluating thinking process; and controlling behavior.	Academic Support Program	09/01/2016	05/31/2017	\$0	Paula Rickett, Principals, District Instructional Coaches
Classroom Embedded Assessment	The district instructional coaches will meet in PLC's with teachers to develop, discuss, and analyze Classroom Embedded Assessment (CEA).	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Through Course Assessment Task	The district instructional coaches will meet with teachers in PLC's to support them in the process of selecting and working through the TCT prior to administration.	Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett and Instructional Coaches
Total					\$102893	

Whitley County North Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas

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Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$2467600	

Whitley County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin

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Academic and Career Advising	Provide access to resources related to college and career readiness.	Professional Learning	08/08/2016	06/30/2017	\$0	Paula Rickett, Principals, Counselors, Gear Up Academic Specialist
Student Activities and College Visits	GEAR UP cohort will visit college campuses to provide awareness of postsecondary opportunities and encourage students to consider postsecondary programs. Additional activities will be provided for GEAR UP students that encourage college and career readiness.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$75000	Principal, Academic Specialist, Kim Creekmore
GEAR UP Mentoring and Tutoring Program	The GEAR UP Mentoring and Tutoring Program will serve as an advisor/advisee program structured to promote and explore college and career pathways. Students will continue to work on Individual Learning Plans, research careers through guest speakers, etc. Students will be provided academic counseling and tutoring services in the area(s) of individual student need.	Academic Support Program	08/15/2016	06/30/2017	\$65000	Principal, Academic Specialist, Kim Creekmore
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$1050000	

Whitley County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Academic and Career Advising	Provide access to resources related to college and career readiness.	Professional Learning	08/08/2016	06/30/2017	\$0	Paula Rickett, Principals, Counselors, Gear Up Academic Specialist
Dual and Articulated Credit	Develop and maintain policies which allow for dual and articulated credit for high school courses	Policy and Process	07/04/2016	06/30/2017	\$0	High School Principals, Board Administration
Advanced Placement (AP) Training	Provide access and funding for high school teachers to receive AP instructional training	Professional Learning	07/01/2016	06/30/2017	\$2000	Principals, Paula Rickett

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Advanced Placement (AP) Score Reports	Maintain procedures for reviewing AP score reports	Policy and Process	08/08/2016	06/30/2017	\$0	Principals, Paula Rickett
AmeriCorp College Coach	The AmeriCorp Coach will provide first generation, college-going, low-income, and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	09/12/2016	05/12/2017	\$0	Counselor, Principal, AmeriCorp Coach
Student Activities and College Visits	GEAR UP cohort will visit college campuses to provide awareness of postsecondary opportunities and encourage students to consider postsecondary programs. Additional activities will be provided for GEAR UP students that encourage college and career readiness.	Career Preparation/Orientation	08/08/2016	06/30/2017	\$75000	Principal, Academic Specialist, Kim Creekmore
GEAR UP Mentoring and Tutoring Program	The GEAR UP Mentoring and Tutoring Program will serve as an advisor/advisee program structured to promote and explore college and career pathways. Students will continue to work on Individual Learning Plans, research careers through guest speakers, etc. Students will be provided academic counseling and tutoring services in the area(s) of individual student need.	Academic Support Program	08/15/2016	06/30/2017	\$65000	Principal, Academic Specialist, Kim Creekmore
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Academic & Career Advising	Provide all students with career pathway information related to their ILP's in order to make elective choices	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	High School Counselors, Middle School Counselor, Principals, Gear Up Academic Specialist
Dual Credit Courses	Junior and senior students are given the opportunity to enroll in dual credit courses offered on-site and on the University of the Cumberland's campus.	Academic Support Program	08/22/2016	06/30/2017	\$0	High School Counselors, Paula Rickett, Principals
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
Gear Up and Link Crew	The Gear Up Program provides our freshman students with opportunities to explore various careers and colleges while Link Crew provides mentoring of freshmen and sophomore students paired with upperclassmen.	Extra Curricular, Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Community Engagement	07/01/2016	06/30/2017	\$5000	Kim Creekmore, Paula Rickett
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$1057000	

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Whitley County East Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas
Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne

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Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore

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21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$1467600	

Whitley County Central Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas
Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Early Steps to School Success	Collaborate with community programs to promote literacy development resources for preschool children at school, as well as, in their homes, such as visits by trained para-professionals, evaluations and referrals to health and special services, provision of free literacy materials, parent education, and liaison between homes and other community service agencies	Academic Support Program	08/15/2016	06/30/2017	\$102305	Paula Rickett and Heather Stewart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers

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Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for use in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
Total					\$1659905	

Whitley County Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12

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Total \$0

Whitley Central Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
Total					\$1567600	

Pleasant View Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators

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Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas
Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Early Steps to School Success	Collaborate with community programs to promote literacy development resources for preschool children at school, as well as, in their homes, such as visits by trained para-professionals, evaluations and referrals to health and special services, provision of free literacy materials, parent education, and liaison between homes and other community service agencies	Academic Support Program	08/15/2016	06/30/2017	\$102305	Paula Rickett and Heather Stewart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$2569905	

Oak Grove Elementary School

Comprehensive District Improvement Plan

Whitley County

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas
Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Early Steps to School Success	Collaborate with community programs to promote literacy development resources for preschool children at school, as well as, in their homes, such as visits by trained para-professionals, evaluations and referrals to health and special services, provision of free literacy materials, parent education, and liaison between homes and other community service agencies	Academic Support Program	08/15/2016	06/30/2017	\$102305	Paula Rickett and Heather Stewart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12

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Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett

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Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$2569905	

Boston Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Assistance	Provide resources and technical assistance for Career Cruising and ILP's	Professional Learning	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
ILP Monitoring	Monitor each school's completion percentage of ILP requirements	Policy and Process	08/22/2016	06/30/2017	\$0	School ILP Managers, Principals, Paula Rickett, Laurel Bowlin
Community Involvement	Coordinate and facilitate reading and math nights involving parents and community members in academic activities	Community Engagement	08/15/2016	06/30/2017	\$2100	Paula Rickett, Kim Creekmore, Heather Stewart, and school Family Night Coordinators
Preschool/Headstart Transition	Collaborate with Bell-Whitley to organize and monitor transition activities such as Readifest, Pre-registration Orientation, home visits, and parent-teacher meetings to acclimate students for school readiness	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson and Sulia Douglas

Comprehensive District Improvement Plan

Whitley County

Preschool Classroom Assessments	Continue to utilize the Classroom Assessment Scoring System (CLASS) to ensure quality classroom instruction by assessing three domains: Emotional, Instructional, and Organizational	Academic Support Program	07/05/2016	06/30/2017	\$0	Dr. Ralph Johnson, Sulia Douglas, Bell-Whitley Headstart
Brigance Screener and OMS Data Entry	Provide update training (and new training as needed) for all kindergarten teachers on the administration of the Brigance Screener and OMS Data Entry	Professional Learning	08/09/2016	10/02/2017	\$0	Paula Rickett, Heather Stewart
ILP Parent/Guardian Information	Disseminate information and resources to parents/guardians about the Career Cruising Program and the requirements of the ILP	Career Preparation/Orientation	08/22/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals, and Teachers of grades 6-12
Gifted and Talented Program	The Gifted and Talented Coordinator meets monthly with the gifted and talented elementary students at each school and provides enriching lesson and activities that focus on their identified gifted areas. Enrichment activities are provided to middle and high school students as requested.	Academic Support Program	09/01/2016	04/28/2017	\$10000	Paula Rickett, Ruth Osborne
Read to Achieve (RTA)	RTA teacher(s) will provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one.	Academic Support Program	08/15/2016	06/30/2017	\$339500	Heather Stewart, Principals, RTA and Title 1 Teachers
Math Intervention	Math Intervention Teachers (MIT) will provide math intervention services in small groups or in collaboration with students in kindergarten through 3rd grade. These services will include Tier 2 intervention for small groups and collaboration.	Academic Support Program	08/01/2016	06/30/2017	\$216000	Kim Creekmore, Principals, MIT Teachers
Tutoring	Teachers tutor students in order to meet the core standards in academic subjects such as language arts and math.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Laurel Bowlin, Principals
Tutoring	Teachers tutor students and provide interventions in order to meet the core standards in academic subjects.	Academic Support Program	09/01/2016	06/30/2017	\$450000	Paula Rickett, Principals
Enrichment Activities	21st CCLC clubs are offered that focus on academics, physical fitness, character education, and leadership	Academic Support Program	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin

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Parent Engagement	Educational services are offered to family members of students participating in the program in order to further engage parents in their child's learning and achievement goals.	Parent Involvement	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals, Laurel Bowlin
Preschool Service Collaboration	Work with pre-school to collaborate with daycares, head start, child care programs, and parents to promote kindergarten readiness skills	Academic Support Program	08/22/2016	06/30/2017	\$0	Dr. Ralph Johnson, Paula Rickett, Sulia Douglas
Journeys Reading Series	District instructional coaches will provide support and guidance to all teachers using the RTI component of Journeys	Academic Support Program	08/15/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart
Save the Children (STC) Program	The Save the Children Program will support the reading program through in-school intervention services such as emergent modules and guided reading practice and after school services such as GIRP, emergent reader, fluency/vocabulary, and healthy choices	Academic Support Program	09/01/2016	06/30/2017	\$1000000	Heather Stewart, Paula Rickett
Literacy Design Collaborative (LDC)	District instructional coaches will provide training and assist in building capacity of teachers to utilize the LDC modules and mini-tasks to meet the cognitive demands of the ELA standards. Teachers will be provided support in making decisions on adjusting the content and instructional strategies based on student needs. These tasks are aligned for used in Science, Social Studies, and English/Language Arts.	Professional Learning, Academic Support Program	08/10/2016	06/30/2017	\$0	Paula Rickett, Heather Stewart, Laurel Bowlin, Kim Creekmore
Math Design Collaborative	A district instructional coach will provide training and assist in building capacity of teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons. Teachers will incorporate the Assessment for Learning Framework and analyze work for student growth and reflection for teacher practice.	Professional Learning, Academic Support Program	08/01/2016	06/30/2017	\$0	Paula Rickett, Kim Creekmore
21st CCLC Tutoring	Students identified as needing academic intervention will be referred to the 21st Century tutoring program.	Tutoring	09/01/2016	06/30/2017	\$0	Paula Rickett, Principals
Total					\$2467600	

2016-2017 Kentucky Continuous Monitoring Process (KCMP)

Overview

Plan Name

2016-2017 Kentucky Continuous Monitoring Process (KCMP)

Plan Description

The Kentucky Continuous Monitoring Process (KCMP) sets out a design for stakeholders of Whitley County to focus their efforts on planning for students with disabilities to reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. The plan guides all decision-making to allocate district resources toward improving achievement of students with disabilities in all areas, closing achievement gaps, ensuring college and career readiness, and increasing the graduation rate.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Maintain the average graduation rate for students with disabilities at 85.3% to exceed the Kentucky target of 76.2% and district target of 83.2%	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
2	Decrease the least restrictive environment "Separate School" category for students with disabilities from 3.0% to 2.0% by June 30, 2017	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Increase successful transition rates for students with disabilities in all transition areas to meet or exceed state targets	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
4	Maintain the dropout rate for students with disabilities at 0.7% or below the state performance of 1.5%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Decrease suspension rate differences for students with disabilities as compared with students without disabilities from 2.48% to 2.0% or less	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: Maintain the average graduation rate for students with disabilities at 85.3% to exceed the Kentucky target of 76.2% and district target of 83.2%

Measurable Objective 1:

collaborate to maintain graduation rate for students with disabilities at 85.3% to exceed the Kentucky target of 76.2% and district target of 83.2% by 06/30/2017 as measured by Exit Data.

Strategy 1:

Persistence to Graduation Tool - Starting in the elementary schools and continuing through middle and high schools, the Whitley County School District will utilize the Persistence to Graduation Tool to ensure students with disabilities are on track to graduate within four years.

Category: Persistence to Graduation

Activity - Persistence to Graduation Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist and provide resources/training opportunities for Persistence to Graduation tool Schools: All Schools	Professional Learning	07/25/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Activity - Persistence to Graduation Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Persistence to Graduation tool to monitor students, to identify students who may be off track for graduation, and to assist with implementing appropriate intervention(s) based on student need(s) Schools: All Schools	Academic Support Program	07/25/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Strategy 2:

Electronic Computer School Program - The Whitley County School District will continue to maintain on-going communication/counseling/mentoring with students currently placed in the Electronic Computer School (credit recovery program).

Category: Integrated Methods for Learning

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Staff will continue to mentor at-risk students, determine student needs based on data, and make referrals to mentors as appropriate Schools: Whitley County High School	Academic Support Program	07/25/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
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Strategy 3:

Dropout Prevention Strategies - The Whitley County School District will continue to implement and utilize the National Dropout Prevention Center-Effective Strategies.

Category: Persistence to Graduation

Activity - National Dropout Prevention Center Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement individualized instructional strategies based on student needs Schools: Whitley County Middle School, Whitley County High School	Academic Support Program	07/25/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Goal 2: Decrease the least restrictive environment "Separate School" category for students with disabilities from 3.0% to 2.0% by June 30, 2017

Measurable Objective 1:

collaborate to decrease homebound instruction from 3.0% to 2.0% by 06/30/2017 as measured by Exit Data.

Strategy 1:

Homebound Application Monitoring - The Whitley County School District will consult with staff, parents, and professionals to determine the need and plan for homebound instruction based on student needs.

Category: Integrated Methods for Learning

Activity - Stakeholder Homebound Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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With parental consent as appropriate, the Admissions and Release Committee (ARC) will collaborate with Health Care Professionals to determine best placement options for students with health concerns. Schools: All Schools	Community Engagement	07/25/2016	06/30/2017	\$0	No Funding Required	DeeDee Bishop, Principals, Ralph Johnson, and Special Education Staff
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Strategy 2:

Least Restrictive Environment Determination - The Whitley County School District will provide on-going support to special education staff and ARC Chairpersons on Least Restrictive Environment relevance.

Category: Professional Learning & Support

Activity - Least Restrictive Environment Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide resources and support for appropriate Least Restrictive Environment based on student data Schools: All Schools	Professional Learning	07/25/2016	06/30/2017	\$0	No Funding Required	ARC Chairpersons, Principals, Ralph Johnson, and Special Education Staff

Goal 3: Increase successful transition rates for students with disabilities in all transition areas to meet or exceed state targets

Measurable Objective 1:

collaborate to increase transition rates to above 47.8% in 14 A (enrolled in higher education); to above 6.5% in 14B (in higher education or competitively employed); and to above 37.2% in 14C (in higher education, other post-secondary education, or employed by 06/30/2017 as measured by YOYO data).

Strategy 1:

Student Directory Information Update - The staff will update student demographic information in Infinite Campus prior to exiting school.

Category: Management Systems

Activity - Update Student Demographic Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Staff will update student demographic information in Infinite Campus Schools: All Schools	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
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Activity - Student YOYO Awareness Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will inform students of the upcoming YOYO survey and the importance of the survey Schools: All Schools	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Strategy 2:

Develop Transition/IEP/ILP plans - The Whitley County School District will facilitate and develop transition/IEP plans based on student interests/needs.

Category: Career Readiness Pathways

Activity - Student Transition Plan Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist students in all aspects of developing a meaningful transition/IEP/ILP plan that will prepare them to be productive citizens Schools: All Schools	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to explore a variety of career options available through career fairs, employment awareness through community agencies, and educational opportunities Schools: All Schools	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

Goal 4: Maintain the dropout rate for students with disabilities at 0.7% or below the state performance of 1.5%

Measurable Objective 1:

collaborate to maintain the dropout rate for students with disabilities at 0.7% or below by 06/30/2017 as measured by Exit Data.

Strategy 1:

Dropout Prevention Strategies - The Whitley County District will continue to utilize the National Dropout Prevention Center-Effective Strategies to ensure that students with disabilities complete high school.

Category: Persistence to Graduation

Research Cited: Dropoutintervention.org

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Dropoutintervention.org, staff will implement individualized instructional strategies based on student needs Schools: Whitley County Alternative School, Whitley County Middle School, Whitley County High School	Academic Support Program	07/25/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors, Principals, Ralph Johnson, Special Education Staff

Goal 5: Decrease suspension rate differences for students with disabilities as compared with students without disabilities from 2.48% to 2.0% or less

Measurable Objective 1:

collaborate to reduce the suspension rate differences between students without disabilities and students with disabilities from 2.48% to 2.0% or less by 06/30/2017 as measured by Exit Data (EOY).

Strategy 1:

Behavior Support - The Whitley County School District will provide classroom management and positive, proactive skills/strategies training to all staff.

Category: Professional Learning & Support

Activity - Behavior Strategy Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive District Improvement Plan

Whitley County

Provide resources and training opportunities to personnel on positive, proactive, instructional discipline approach Schools: All Schools	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Principals, Ralph Johnson, Paula Rickett
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Strategy 2:

IEP Development - Implement AIMSweb's Behavior Strategies within the IEP to address behavior concerns.

Category: Professional Learning & Support

Activity - IEP Behavior Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise IEP's to address behavior concerns Schools: All Schools	Professional Learning	08/08/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff

Strategy 3:

Suspension Alternative Methods - Collaborate with school-based mental health, Family Resource Centers, counselors and other agencies to intervene and provide supportive resources.

Category: Stakeholder Engagement

Activity - Implementation of Appropriate Behavior Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with school-based mental health, Family Resource Centers, counselors and other agencies to intervene and provide appropriate strategies to students with behavior needs Schools: All Schools	Professional Learning	08/15/2016	06/30/2017	\$0	No Funding Required	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Student Demographic Information	Staff will update student demographic information in Infinite Campus	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Persistence to Graduation Monitoring	Utilize the Persistence to Graduation tool to monitor students, to identify students who may be off track for graduation, and to assist with implementing appropriate intervention(s) based on student need(s)	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Mentoring	Staff will continue to mentor at-risk students, determine student needs based on data, and make referrals to mentors as appropriate	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Student Transition Plan Assistance	Assist students in all aspects of developing a meaningful transition/IEP/ILP plan that will prepare them to be productive citizens	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

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Intervention Strategies	Using Dropoutintervention.org, staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, Special Education Staff
IEP Behavior Focus	Review and revise IEP's to address behavior concerns	Professional Learning	08/08/2016	06/30/2017	\$0	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff
Persistence to Graduation Assistance	Assist and provide resources/training opportunities for Persistence to Graduation tool	Professional Learning	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Stakeholder Homebound Monitoring	With parental consent as appropriate, the Admissions and Release Committee (ARC) will collaborate with Health Care Professionals to determine best placement options for students with health concerns.	Community Engagement	07/25/2016	06/30/2017	\$0	DeeDee Bishop, Principals, Ralph Johnson, and Special Education Staff
Stakeholder Involvement	Provide students the opportunity to explore a variety of career options available through career fairs, employment awareness through community agencies, and educational opportunities	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Behavior Strategy Support	Provide resources and training opportunities to personnel on positive, proactive, instructional discipline approach	Professional Learning	08/08/2016	06/30/2017	\$0	Principals, Ralph Johnson, Paula Rickett

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Student YOYO Awareness Development	Staff will inform students of the upcoming YOYO survey and the importance of the survey	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Least Restrictive Environment Support	Continue to provide resources and support for appropriate Least Restrictive Environment based on student data	Professional Learning	07/25/2016	06/30/2017	\$0	ARC Chairpersons, Principals, Ralph Johnson, and Special Education Staff
Implementation of Appropriate Behavior Strategies	Collaborate with school-based mental health, Family Resource Centers, counselors and other agencies to intervene and provide appropriate strategies to students with behavior needs	Professional Learning	08/15/2016	06/30/2017	\$0	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff
National Dropout Prevention Center Strategies	Staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Persistence to Graduation Assistance	Assist and provide resources/training opportunities for Persistence to Graduation tool	Professional Learning	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Persistence to Graduation Monitoring	Utilize the Persistence to Graduation tool to monitor students, to identify students who may be off track for graduation, and to assist with implementing appropriate intervention(s) based on student need(s)	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Stakeholder Homebound Monitoring	With parental consent as appropriate, the Admissions and Release Committee (ARC) will collaborate with Health Care Professionals to determine best placement options for students with health concerns.	Community Engagement	07/25/2016	06/30/2017	\$0	DeeDee Bishop, Principals, Ralph Johnson, and Special Education Staff
Least Restrictive Environment Support	Continue to provide resources and support for appropriate Least Restrictive Environment based on student data	Professional Learning	07/25/2016	06/30/2017	\$0	ARC Chairpersons, Principals, Ralph Johnson, and Special Education Staff

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Update Student Demographic Information	Staff will update student demographic information in Infinite Campus	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Student YOYO Awareness Development	Staff will inform students of the upcoming YOYO survey and the importance of the survey	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Student Transition Plan Assistance	Assist students in all aspects of developing a meaningful transition/IEP/ILP plan that will prepare them to be productive citizens	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Stakeholder Involvement	Provide students the opportunity to explore a variety of career options available through career fairs, employment awareness through community agencies, and educational opportunities	Career Preparation/Orientation	08/15/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Behavior Strategy Support	Provide resources and training opportunities to personnel on positive, proactive, instructional discipline approach	Professional Learning	08/08/2016	06/30/2017	\$0	Principals, Ralph Johnson, Paula Rickett
IEP Behavior Focus	Review and revise IEP's to address behavior concerns	Professional Learning	08/08/2016	06/30/2017	\$0	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff

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Implementation of Appropriate Behavior Strategies	Collaborate with school-based mental health, Family Resource Centers, counselors and other agencies to intervene and provide appropriate strategies to students with behavior needs	Professional Learning	08/15/2016	06/30/2017	\$0	Guidance Counselors (MS and High School), Principals, Ralph Johnson, Paula Rickett, Special Education Staff
Total					\$0	

Whitley County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
National Dropout Prevention Center Strategies	Staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Intervention Strategies	Using Dropoutintervention.org, staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, Special Education Staff
Total					\$0	

Whitley County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring	Staff will continue to mentor at-risk students, determine student needs based on data, and make referrals to mentors as appropriate	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff

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National Dropout Prevention Center Strategies	Staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, and Special Education Staff
Intervention Strategies	Using Dropoutintervention.org, staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, Special Education Staff
Total					\$0	

Whitley County Alternative School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Strategies	Using Dropoutintervention.org, staff will implement individualized instructional strategies based on student needs	Academic Support Program	07/25/2016	06/30/2017	\$0	Guidance Counselors, Principals, Ralph Johnson, Special Education Staff
Total					\$0	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	The CDIP and all our schools' CSIPs are available for examination by stakeholders on the district website: www.whitley.kyschools.us	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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 and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

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Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

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Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	N/A	There are no local institutions for neglected children in our district.	

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	There are no local neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A	There are no local neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

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Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	The Whitley County School System is not classified as a District of Innovation.	

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Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes	WCBOE minutes attached.	WCBOE minutes 12-8-16

Phase II - Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the District Report Card.

Strategy1:

Highly Qualified and Equitable Distribution - All teachers and paraeducators will be highly qualified according to required guidelines. The district will ensure that teachers are equitable distributed throughout the district.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and paraeducators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

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Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals and District Administration

Goal 2:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the District Report Card.

Strategy1:

Highly Qualified and Equitable Distribution - All teachers and predicators will be highly qualified according to required guidelines. The district will ensure that teachers are equitably distributed through the district.

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with principals will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration ensures that teachers are equitably distributed throughout the district to ensure that all students are taught by highly effective teachers	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District level administration in collaboration with the principals will review highly qualified guidelines	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	District Administration and Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers, and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, Principals

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The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.9% to 63.5%, in middle school from 56.5% to 63.0% and at the high school from 37.6% to 52.5% in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 59.9% to 63.5%; middle school from 56.5% to 63.0%; and high school from 37.6% to 52.5% by 06/30/2017 as measured by the district report card.

Strategy1:
Cognitive and Non-Cognitive Barriers - The Whitley County School District examines gap data to develop best instructional practices.
Category: Continuous Improvement
Research Cited:

Activity - TELL KY Survey/Val-Ed Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the staff 2015 TELL KY survey and Val-Ed Survey to identify and address non-cognitive teaching and learning barriers	Policy and Process	08/08/2016	06/01/2017	\$0 - No Funding Required	Paula Trickett, District Leadership Team

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

Located in the Cumberland Mountains in southeastern Kentucky, the county has a total of 438 square miles. It is located at least 100 miles from the economic and cultural advantages found in larger cities. The demographic make up of our area has not changed noticeably over the past five years and includes 96.70% white, 0.9% black, 0.3% Indian, 0.4% Asian, 1.1% Hispanic/Latino, and 1.6% are identified as two races or more. The county has a population of approximately 36,129 people. According to the U.S. Census Bureau, 29.8% of the population live below the poverty level. The largest percentage of the population (52.6%) are residents who are in the age range of 18 to 64. Twenty-four point seven percent of the population is under the age of 18. This high percentage indicates the important role that the Whitley County School District plays within our community. With a 2016 unemployment rate of 6.2%, Whitley County's median household income is \$32,255, far below the state average of \$43,342. Seventy-four point six percent of the county's population are high school graduates or higher. According to the 2015-2016 Qualifying Data report, 100.0% of Whitley County students receive free or reduced lunch. These cultural and economic deprivations are learning barriers our school district must work to overcome.

The Whitley County School District, established in 1818, serves students from preschool through grade 12. The schools include one primary, one intermediate, five elementary, one middle, one high, and one alternative school. Our district also houses an Adult Education Center that provides services to community members including parents of our students. Our district has contracted services with Comp Care so that counselors can be housed within certain schools that service students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition into adult life. Our district employs a Public Information Officer who is the editor of our District Ed Newspaper which reports events and accomplishments across the school district. The District Ed News is mailed to the household of every student and some community members. The schools serve the students as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper, bringing the latest technology, resources, and facilities to our community. Opportunities for post-secondary education are varied, with several universities in the vicinity. University of the Cumberlands, Union College, Eastern Kentucky University - Corbin Campus, and Somerset Community College's Laurel County Campus are all within a 35-mile radius.

The Whitley County School District has a 2015-2016 enrollment of 4,183 students, with 51.5% males and 48.5% females attending K-12. Nineteen percent of the district student population is identified as students with disabilities; 14.1% of our students are identified as Gifted and Talented. We have a small population (0.2%) of English Language Learners. Student access to technology is outstanding as the ratio of student-to-internet connected computers is 2.1:1. Our attendance rate stands at 93.4%. We have 300 full-time teachers and an average student-to-teacher ratio of 13:1. The average teaching experience is 12.5 years, and 88.5% of our teachers have a Masters or Rank I Certification. We have three teachers who are Nationally Board Certified Teachers. One hundred percent of our teachers are highly qualified in their fields based on criteria set by the Educational Professional Standards Board. Our district logged 9311 parent/community volunteer hours in the 2015-16 school year. In addition, 3,005 students had a parent attend at least one parent teacher conference last year.

The Whitley County School District employees two full-time School Resource Officers. All Whitley County schools are compliant with school safety guidelines, having double door access with inner door locks under control at all times. Students are supervised at all times and no student may be picked up at any time by anyone who is not authorized by a parent or guardian, and the person must show identification at SY 2016-2017

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each pickup event, even the parent/guardian. All classrooms, gyms, and labs have telephone access. One hundred percent of parents receive the district discipline code. A guard shack with a bar/arm is located at the entrance to the main campus during regular extended school hours. Anyone entering the main campus must stop at the guard shack and register their name and purpose for the visit. The guard will radio ahead to the school so they are aware that they will be getting a visitor.

System's Purpose

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

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary for them to function as productive citizens in the community.

Our district offers a variety of academic, vocational, and athletic programs. Academic programs include Reading Recovery, CIM (Comprehensive Intervention Model), Add + Vantage Math Recovery, 21st Century Community Learning Centers, Save the Children Reading and Literacy, Save the Children Early Steps to School Success, GEAR UP Mentoring and Tutoring, College and Career Readiness (CCR) classes in reading and math, Honors courses, Advanced Placement courses, Dual Credit courses, and a Kentucky College Coach through Americorps. Vocational programs offered through the Corbin Area Technology Center include career pathways focused on automotive technology, electrical technology, emergency management services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways offered on campus. These courses include administrative support; agriculture power, structural, and technical systems; business and marketing education; business multimedia; culinary and food services; environmental science and natural resources; horticulture and plant science systems; informational processing; JROTC; marketing; and web development administration. Athletic programs include baseball, basketball, softball, cheerleading, cross country, football, golf, soccer, tennis, track and field, volleyball, and wrestling. The Whitley County School District offers a diverse curriculum and provides a variety of programs and services designed to meet the needs of ALL students, regardless of race, color, national origin, sex, age, poverty, or disability.

The Whitley County School District's Comprehensive Improvement Plan is data driven and based on results from state assessments, district assessments, universal screeners, common assessments, surveys, etc. Test results are disaggregated into subgroups to highlight celebration points and areas to target for needed assistance and support. The school calendar provides one early release day and the equivalent of one mandatory professional learning day for teacher collaboration to analyze data and develop a comprehensive plan to implement appropriate research based instructional strategies and activities. The district leadership team analyzes district level data to pinpoint assistance and support improvement efforts in the areas of curriculum, instruction, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title 1, Save the Children (including CHANGE, Reading and Literacy, and Early Steps to School Success programs), Special Education, Gifted and Talented, Family Resource/Youth Service Centers, alternative education, early childhood programs, adult and community education, and dropout prevention. Classroom teachers regularly differentiate instruction based on the needs of individual student learners. Our goal is to provide services that enhance and support student achievement and success in a safe, secure, and nurturing environment for teaching and learning.

In conjunction with the Unbridled Learning initiative, all district schools have implemented professional learning communities that focus on student learning through three major components: curriculum, instruction, and assessment. The format for the professional learning communities follows a process of continuous improvement that incorporates planning, implementation, analysis of results, and next steps to move student learning forward. Supported by district coaches, each school analyzes its own student performance data and uses the results to drive instruction and improvement plans. Every school offers various opportunities for students in arts and humanities, physical education, practical living, and technology that are embedded in the curriculum.

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ensure students are college and career ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with graduation, college, career, and life. We envision providing our students the Next Generation learning experience in which all students achieve proficiency.

Notable Achievements and Areas of Improvement

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

According to 2015 - 2016 state accountability testing, the Whitley County School District was ranked 13th among 173 Kentucky school districts. The Whitley County School District was the highest ranked non-independent county school district in the Southeast/ South-Central Cooperative. Furthermore, our district was named a Bronze district, which is the distinction of having the third highest test scores in the entire Southeast/ South-Central Cooperative. In 2015-16, the Whitley County district was classified as distinguished. Eighty-seven point five percent of our schools were classified as distinguished and six of our schools were recognized for being Schools of Distinction. Our district met its participation rate goal, graduation rate goal, and AMO goal. Our district average for the program review accountability score was 100 at the elementary, middle, and high school levels.

All district classrooms are equipped with Interactive boards and projectors. Each school has a set of laptops and a set of ipads for classroom use. We have begun to equip classroom teachers with a mobile device. We have also initiated a pilot with Google Chromebooks. Our chief information officer is an Apple certified support professional and Apple certified technical coordinator. We have a help desk line, a technology integration specialist, and a technology blog to keep teachers informed and to help with issues that may arise.

The District Ed Newspaper (DEN) has placed every year since implementation of the KSBA OASIS Awards with the two most recent years earning Distinguished ratings (2015 and 2016) as selected by peers across the state of Kentucky. Each year, plaques have been awarded to our schools in recognition of "Outstanding Achievement in School Information Services." The Public Information Officer/DEN Editor has served as President of the Kentucky School Public Relations Association and received the 2013 O.V. Jones Memorial Award in honor of Outstanding Service to KYSPRA and School Public Relations profession. With the support and contributions from the Whitley County Schools' media contacts (one at each school), the DEN has received statewide recognition as an outstanding school publication.

Whitley County's Director of Pupil Personnel (DPP) serves on the Kentucky Infinite Campus User Board. In serving on the user board, the DPP interacts with Kentucky Department of Education staff, Infinite Campus staff, and other school districts in helping provide guidance on the implementation of Kentucky's Student Information System. The DPP will also present at the statewide Infinite Campus conference giving direct instruction to office staff and administration from across the state in areas of Infinite Campus and the duties and roles of a DPP. Also, the district's DPP is the 13th Region Representative for the State DPP Board.

Whitley County's District Gear-Up Academic Specialist continues to serve as a Kentucky Hope Street Group State Fellow. Hope Street Group is a national non-partisan, nonprofit organization dedicated to expanding economic opportunity and prosperity for all Americans. She is part of Hope Street Group's Education Program, which collaboratively seeks to transform the teaching profession to improve outcomes for students by changing the way educators are supported and creating the right incentives to produce outstanding student outcomes. The State Fellow is trained in policy and decision making techniques, interacting with the media, editorial writing, knowledge-sharing and recruitment in order to reach out to colleagues, share information, and solicit feedback regarding the new teacher effectiveness system (PGES), common core state standards, and related issues. Hope Street Group is committed to bringing forward an informed teacher voice in collaboration with other Kentucky partners to support educator effectiveness and elevate the teaching profession.

The Whitley County School District received several grants that are assisting our schools with instruction and intervention. All seven of our elementary schools receive the Read to Achieve (RTA) Grant in the amount of \$48,500 for a total of \$339,500 per year. We are in the third SY 2016-2017

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year of the \$1,018,500 three-year grant. This grant is designed to provide reading intervention in small groups, individual, or collaborative setting to students in kindergarten through third grades. Seven of our schools receive the 21st Century Community Learning Center Grants for a total of \$581,000. Program services include academic intervention and enrichment activities along with youth development activities. Clubs are offered that focus on academics, physical fitness, character education, and leadership. Educational services are also offered to family members of participating students in order to further engage parents in their student's learning and achievement goals. Six of our elementary schools receive Math Achievement Fund monies in the amount of \$41,500 for a total of \$498,000. One elementary school receives the Steele-Reese Grant to implement math intervention in kindergarten through third grade. This grant totaled \$100,000 over the past two years. Both the Math Achievement Fund and Steele-Reese Grant provide funding for math intervention services in small groups and collaborative settings. Whitley County Middle School and Whitley County High School also received the GEAR UP Grant through Berea College in the amount of \$140,000 for a total of \$840,000 over the next six years. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students for 8th and 9th grade students. The grant will follow this cohort of students through their journey to their first year of college.

Boston Elementary School classified as a distinguished/progressing school with the honor of being School of Distinction/High Progress School. The school met its participation rate goal and its AMO goal. The school received a score of 100 on the Program Review accountability score.

Oak Grove Elementary School is classified as a distinguished/progressing school with the honor of School of Distinction/High Progress School. The school met its participation rate goal and its AMO goal. The school received a score of 100 on the Program Review accountability score.

Pleasant View Elementary School is classified as a distinguished/progressing school with the honor of School of Distinction. The school met its participation rate goal and its AMO goal. The school received a score of 100 on the Program Review accountability score. Pleasant View Elementary began the 2015-2016 school year housed in a new school building with the latest technology.

Whitley Central Intermediate School is classified as a distinguished/progressing school and earned the honor of School of Distinction. The school met its AMO goal and participation rate goal. The school received a score of 100 on the Program Review accountability score. Whitley Central Intermediate's Academic Team received 1st place overall in the 2016 Whitley County School District Academic Competition.

Whitley County East Elementary School is classified as a distinguished/progressing school with the honor of School of Distinction/High Progress School. Whitley East also had the distinction of being named a Bronze Elementary School, which means the school had the 3rd highest elementary scores in the entire Southeast/South-Central Cooperative. The school met its participation rate goal and its AMO goal. The school received a score of 100 on the Program Review accountability score.

Whitley County North Elementary School is classified as a needs improvement school. The school met its participation rate goal but did not meet its AMO goal. The school received a score of 100 on the Program Review Accountability score. Whitley County North's Academic Team received 1st place in Quick Recall in the 2016 Whitley County School District Academic Competition.

Whitley County Central Primary received a score of 100 on the Program Review Accountability score. They received a classification of proficient for Arts and Humanities, Practical Living and Career Studies, Writing, and the Kindergarten through 3rd Grade Program Review. Whitley Central Primary received a classification of needs improvement for Global Competency/World Language in the program review. Whitley County Central Primary is a Reading Recovery training site for Behind-the-Mirror for district teachers and aspiring teachers from local universities. Whitley Central Primary is a feeder school for Whitley Central Intermediate.

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Whitley County Middle School is classified as a distinguished/progressing school and also has the honor of being labeled a School of Distinction. The school met its participation rate goal and the AMO goal. The school received a score of 100 on the Program Review Accountability score.

Whitley County High School is classified as a distinguished school. It is labeled as a focus school for not meeting its AMO goal. The school met its participation rate goal and its graduation rate goal. The school received a score of 100 on the Program Review Accountability score. Forty-seven point seven percent of students taking the Advanced Placement (AP) exams have scored 3 or higher.

The Whitley County School District is targeting reading, math, and writing for improvement in achievement, gap, and growth in the next three years. In meeting these expectations, the district provides support and resources for core instruction and interventions in the targeted areas of improvement. The district supports teacher professional learning opportunities and coordinate integration of school improvement committees, i.e., Site Based Decision Making Councils (SBDM), curriculum planning committees, AIMSweb and Study Island school leaders, and school professional learning communities. The district provides systemic teacher evaluations for professional growth as well as intern teacher support systems. Sixth grade transition activities occur as collaboration between our elementary schools and our middle school. Technology continues to be developed and updated to meet the district's teaching and learning needs.

Additional Information

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

The Whitley County School District employs four instructional coaches and a technology integration specialist who coordinate educational programs to ensure student and teacher success. They offer support and job-embedded professional learning through co-teaching, professional learning communities, and professional development sessions. They provide teachers and administrators with instructional needs and interventions as needed.

The district provides a variety of services for students with disabilities and for teachers of special needs students. Whitley County maintains partnerships with higher education organizations and the local college to train pre-service teachers and to ensure the success of new and intern teachers. Teachers newly hired in the district are supported by in-house mentors.

Whitley County also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County Homeless liaison helps identify students who lack basic life necessities. The program helps eliminate these and other non-instructional barriers to learning. Another community-based program is Parents As Volunteer Educators (PAVE), which recruits parents and coordinates their efforts to assist in the schools, working with teachers and students. Adult education programs, including GED assistance, are provided free of charge by the school district. Save the Children initiatives and programs target at-risk students early in life and offer academic and motivational activities. Through a federal grant award, the district provides free breakfast and free lunch for all students. The Whitley County Public Relations Department keeps the community informed about school news and programs while publishing a district newspaper that is mailed to all students' homes.

Whitley County High School had four students participate in the Kentucky Governor's Scholar Program; furthermore, over the last eight years there have been thirty-six students selected as Governor's Scholars. Whitley County High School's Colonel Players placed 4th in the Kentucky Theatre Association and one student was named All-Festival Cast. The drama students earned 3rd place at EKDAS where one student was named Best Supporting Actress and another was named a member of the All-Mountain Cast. A WCHS teacher was named WYMT Teacher of the Year. Three WCHS students were HOBY winners and one student was selected to participate in the Robinson Scholars Program with another student being selected as an alternate. The WCHS Future Farmers of America placed in the following categories at the National FFA Conference: Gold Rating in Forestry Management, Silver Rating in Diversified Horticulture, and Bronze Rating in Outdoor Recreation. The agriculture mechanics team placed 2nd in state competition. Students from the WCHS Information Technology department participated in the 2016 High School Summer Math-Science Technology Institute: one student wrote the code for an app which simplified the census data and another built a supercomputer. The FCCLA earned Elite Top 50 FACS program for 2015 and has had FCCLA State Officers for the last three years. One student was selected for the All-Festival Band in 2015-2016. Our 2016 graduating class was awarded \$805,300 in one-year scholarships and \$3,340,650 in four-year scholarships. AmeriCorp has placed a College and Career Readiness Coach at WCHS for 2014-2015, 2015-2016, and 2016-2017 school years. For the 2016-2017 school year, the Gear-Up program will be working with our freshman class.