2017-2018 Equitable Access to Effective Educators District Diagnostic

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

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

Last Modified: 08/01/2018
Status: Locked

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Equity Data Analysis:

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

Data indicates that Whitley County Schools has a student minority population of 2%. Over 80% of our students qualify for free/reduced priced. We have a very small ELL student population of 0.17%. Our school has a very low teacher turnover rate and only thirty two teachers with 3 or less years' experience. Our district has 89% of our teachers with over 4 years of experience. We have four national board certified teachers in our district with an additional 48% Rank 1 certified teachers and 43% have their masters' degree.

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Barriers and Root Causes:

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

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 needs to provide on-going professional support to improve teaching and learning of students of high poverty

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Goal Setting:

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

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

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

Increase the average combined reading and math K-PREP scores for elementary students from 61.2% to 75.8%; middle school students from 63.7% to 75.5%; and high school students from 43.2% to 68.4% in 2019

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive 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 educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.
NOTE: Attachments Optional

Provide support and training with research-based best practices for reading, math, and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding metacognition strategies and formative evaluation in daily instruction; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through training through SESC and KDE

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
District Equity Data	District Equity Data	

Minority Students (SRC or HQ)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or HQ)		English Learners (SRC or HQ)		Students with Disabilities (SRC or HQ)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new Emergency Certification, or emergency certified (KTIP Certification)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (HQ)		Other/ create another in column		*Self Selected Indicator (Optional)		*Self Selected Indicator (Optional)	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
78	2%	1	0.34%	3		3184	80.47%	10	0.25%	847	%	0	0.00%	6	2.45%	29	8.8%	243	89.00%	4			9.10%						

Measures	2016-2017 Baseline	2017-2018	2018-2019
Working Conditions -- Managing Student Conduct	90.20%	93.00%	96.00%
Working Conditions -- Community Engagement and Support	91.70%	93.00%	96.00%
Working Conditions -- School Leadership	91.10%	93.00%	96.00%
Percentage of New and KTIP Teachers	4.20%	2.00%	2.00%
Percentage of Teacher Turnover	9.10%	9.00%	9.00%
Additional District Measures (Optional)			
Example: Overall Effectiveness of Teachers and Leaders (not required)	99.00%	99.00%	99.00%
Example: Student Achievement (SGG, MSGP, Other district measures) (not required)			

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Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders. These various partners share a goal of continuous improvement that will result in success for all learners. Our district uses multiple forms of data available for review and analysis, focusing on the three major domains addressed in the Kentucky AdvanceED Performance Standards: leadership capacity, learning capacity, and resource capacity. These standards describe conditions that are necessary to support organizational effectiveness and improve student performance. The capacity of leadership ensures progress toward objectives and includes fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership, ability to engage stakeholders, and the capacity to implement strategies to improve learner and educator performance. The impact of teaching and learning is built upon a culture of high expectations for learning along with quality programs and services including an analysis of results. The use of resources ensures alignment and equitable distribution to effectively address needs and includes support for professional learning for all staff as well as the examining the allocation and use of resources to establish appropriate levels of funding, sustainability, and effectiveness. The Whitley County School District implements a comprehensive assessment that produces data about student learning and system effectiveness and uses the results to guide continuous improvement. The data sources focused on student performance include K-PREP, ACT, College and Career Readiness, Delivery Targets, MAP, common assessments, IOWA Assessment, RTI and progress monitoring data, ILP's, 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, professional growth plans, professional development surveys, Family Resource/ Youth Service Center data, and Parents as Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and finance. The district planning team meets frequently to discuss assessment data and concentrates on the following questions: *In what subject areas are we performing well? *What are our areas of strength? *What are our areas of needed improvement? *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 are the trends revealing? *What specific Kentucky Academic Standards do we need to identify for improvement? *Are we

demonstrating progress with our Novice Reduction goals and strategies? 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 still need our support to assist with our whole child approach? *What percent of our students are ready for college and/or careers? *What percent of our students are graduating with 4 years? 5 years? What do the trends indicate? *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? In addition to these questions, we examine our alignment with the Kentucky Board of Education Delivery Targets through the evaluation of the Key Core Work Processes: *Design and Deploy Standards: What should students know and be able to do? Is curriculum taught at a high level of fidelity? How do teachers adjust the curriculum content and pacing to meet students needs based on formative and summative assessment? Is it effective? Is our protocol for reviewing and revising curriculum effective in meeting our curricular needs? *Design and Deliver Instruction: How will they learn it? Is our protocol for ensuring instructional needs are met through Tier 1 and Tier II effective? How do we ensure that appropriate and effective high yield strategies are implemented and are effective? *Design and Deliver Assessment Literacy: How will we know if they have learned it? Have we ensured that our assessment system is balanced? Are we continuing to use appropriate assessment design that best evaluates the level of student learning? Are teachers using feedback effectively? How well are students communicating and evaluating their progress and setting learning goals? *Review, Analyze, Apply Data Results: How will we now they have learned it? Have we ensured that assessments are high quality and aligned to the rigor of the standards? How is student data being used to drive instruction? Are students achieving mastery with the standards? Are we reducing the number of students scoring novice? *Design, Align, Deliver Support Process: What will we do if they know it already, don't know it, or need other support? Are our processes for monitoring behavioral and academic interventions effective? Can we identify and involve additional stakeholders to assist in improvement planning and measuring progress toward our goals? *Establish Learning Culture and Environment: What will we do if they know it already, don't know it, or need other support? How are we ensuring that all classrooms are culturally responsive to student needs? How do we develop educator capacity and ensure that all educators are successful? Are we effectively addressing barriers to learning with students and parents? Under the guidance of our Chief Academic Officer/Assistant Superintendent, the Whitley County School District Leadership Team will assist our schools with additional support , communicate district-wide expectations and policies, and obtain substantial stakeholder involvement to support the academic achievement and growth of all our students. District instructional coaches will provide regular, on-site assistance and support to all schools as well as maintain curriculum resource web pages that highlight resources and best practices in English/language arts, math, science, and writing. Reports from curriculum and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, STAR, Mathia, IXL, etc. will be utilized and reviewed for implementation, support, and impact on student achievement. Our school calendar provides one early release data and one flex day for focus on disaggregation on all available data. Principals will present data results, improvement plans, delivery targets, and next steps to their Site-Based Decision Making (SBDM) Councils. Additionally, principals will present this information to the superintendent, deputy superintendent, assistant superintendent, chief academic officer/assistant superintendent, district leadership team, and members of the Whitley County Board of Education. Progress monitoring is common practice through implementation and impact checks as they are part of all SBDM agendas. All principals enter progress notes as part of their Comprehensive School Improvement Plan (CSIP). Regular monitoring and support is provided by the district leadership team.

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

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

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Student performance data from the District Report Card reveals that at the elementary level, achievement improved 1.6 points from 80.1 in 2015-16 to 81.7 in 2016-17; gap decreased 37.2 points from 78.7 in 2015-16 to 41.5 in 2016-17; and growth decreased 1.1 points from 67.8 in 2015-16 to 66.7 in 2016-17. At the middle school level, achievement improved 2.1 points from 2015-16 to 2016-17; gap remained the same at 64.4 points; and growth increased 2.3 points from 65.2 in 2015-16 to 67.5 in 2016-17. At the high school level, achievement improved 2.0 points from 60.6 in 2015-16 to 62.6 in 2016-17; gap increased 2.9 points from 35.9 in 2015-16 to 38.8 in 2016-17; College and Career Readiness (CCR) decreased 21.8 points from 84.2 in 2015-16 to 62.4 in 2016-17; and the graduation rate increased 1.6 points from 95.7 in 2015-16 to 97.3 in 2016-17. In the achievement category at the elementary level, 64.7% of students scored proficient/ distinguished in reading (10.4% higher than the state) while 13.4% scored novice. 57.6% of students scored proficient/distinguished in math (8.5% higher than the state) and 10.3% scored novice. 74.0% of students scored proficient/distinguished in social studies (14.0% higher than the state) and only 2.2% scored novice. In writing, 54.5% of students scored proficient/distinguished (8.6% higher than the state) and 8.4% scored novice. At the middle school level, 70% of students scored proficient/distinguished in reading (13.1% higher than the state) and 8.5% scored novice. In math, 57.5% of students scored proficient/distinguished (10.3% higher than the state) while 9.0% scored novice. 74.1% scored proficient/distinguished in social studies (13.6% higher than the state) and only 2.7% scored novice. In writing, 51.5% scored proficient/distinguished (14.3% higher than the state) while only 6.8% scored novice. In Achievement at the high school level, 61.6% of students scored proficient/distinguished in English II (5.8% higher than the state) and 33.3% scored novice. In Algebra II, 24.8% of students scored proficient/distinguished (13.3% lower than the state average) while 38.1% scored novice. 31.5% of students scored proficient/distinguished in biology (9.7% lower than the state) and 23.2% scored novice. In US History, 59.2% of students scored proficient/distinguished (1.7% higher than the state) while 26.8% scored novice. 77.0% of students scored proficient/distinguished in writing (18.5% higher than the state) and 6.5% scored novice. In the Gap category at the elementary level, 62.9% of our non-duplicated gap students scored proficient/distinguished in reading; 55.4% in math, 73.1% in social studies; and 51.6% in writing. At the middle school level, 65.7% of non-duplicated gap students scored proficient/ distinguished in reading; 53.4% in math; 69.8% in social studies; and 46.4% in writing. At the high school level, 55.8% of non-duplicated gap students scored proficient/distinguished in English II; 19.7% in Algebra II; 26.9% in biology; 53.2% in social studies; and 70.9% in writing. Novice reduction points at the elementary level decreased from 50.0 points in 2015-16 to 10.7 in 2016-17.

At the middle school level, novice reduction points slightly decreased 0.2 points from 34.9 to 34.7. At the high school level, novice reduction points improved 0.7 points from 16.0 to 16.7. In the Growth category at the elementary level, the student growth percentile decreased 0.5 points from 32.7 in 2015-16 to 32.2 in 2016-17. At the middle school level, the student growth percentile increased 0.7 points from 32.5 in 2015-16 to 33.2 in 2016-17. At the elementary level, categorical growth decreased 0.6 points from 35.1 in 2015-16 to 34.5 in 2016-17. At the middle school level, categorical growth increased 1.6 points from 32.7 in 2015-16 to 34.3 in 2016-17. 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 improvement 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-eight percent of first grade students scored in the top quarter on the core composite and 52% on the complete composite (science and social studies included). The average grade equivalency for first grade students was 2.2. Fifty-five percent of second grade students scored in the top quarter on the core composite and 62% on the complete composite. Their average grade equivalency was 3.7. Only three delivery targets were met in achievement: middle school reading (+0.9), elementary writing (+1.7), and high school writing (+10.7). The college and career readiness target at the high school level was not met. The score dropped from 67.1 in 2015-16 to 51.9 in 2016-17. The score of 51.9 is 13.2 below the state average. The graduation delivery target at the high school was not met. The target was 93.9 and the actual score was 92.9. However, the 2016-17 graduation rates of 92.9 is 3.1 higher than the state. Kindergarten readiness consists of five domains. 30.2% of students scored average or above in the academic/cognitive domain. This is 1.2% higher than the 2015-16 score. 68.1% of students scored average or above in the language development domain which is 7.7% lower than the prior year. 42.2% of students scored average or above in the physical development domain which is 11.2% lower than the 2015-16 score. 45.9% of students scored average or above in the self-help domain. This is 3.5% lower than the 2015-16 score. 76.3% of students scored average or above in the social emotional domain which is 0.8% higher than the previous year's score. The percent of students scoring 3-5 on an AP exam decreased 5.1% from 49.69 in 2015-16 to 44.57% in 2016-17. The grade 11 ACT average composite score of 18.9 was 0.4 higher than the 2015-16 score, but 0.9 lower than the average ACT state composite score of 19.8. 49.3% of students met the English benchmark which is 6.5% lower than the state. 36.7% of students met the math benchmark which is 11.8% more than the previous year, but 7.0% lower than the state. 49.0% of students met the reading benchmark which is 4.2% lower than the state. Learning environment data from the District School Report Card reveals that our attendance rate is 93.1% which is 1.3% below the state average of 94.4%. Our retention rate is 1.6% which is below our 2015-16 rate of 2.8% and below the state average of 2.0%. Our drop out rate is 0.1% which is 1.2% below the state average of 1.3%. The average student-teacher ratio is 13:1 which is below the state average of 15:1. The district currently has three National Board Certified Teachers. The average years of teaching experience in our district is 13.4 which is greater than the state average of 11.9. The percentage of teachers with Rank 1, Specialist, or Doctorate is 48.2% which is higher than the state average of 30.5%. In 2015-16, the average student-to-internet connected instructional computer ratio was 2.1:1. In 2016-17, the ratio was lowered to 1.4:1. Programs for diverse learners include gifted and talented students (14.1%), homeless (4.6%), and special needs students (20.7%). Working conditions outlined in the equity measures include 90.2% of staff who agree/ strongly agree that student conduct is managed effectively (7.7% above the state); 91.7% of staff who agree/strongly agree that community engagement and support is evident (5.9% above the state); and 91.1% of staff who agree/strongly agree that schools have effective school leadership

(3.6% above the state). The percentage of KTIP teachers in the district is 4.2% which is lower than the state average of 12.6%. The percentage of teacher turnover is 9.1% which is 8% lower than the state average of 17. Information regarding our learning environment was also provided by the 2017 TELL Survey. According to the latest 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 97.6% of teachers indicated that they have access to reliable communication technology, including phones, faxes, and email. An average of 998.3% of teachers agreed that the school provides parents/guardians with useful information about student learning. An average of 98.3% of teachers disclosed that they work in professional learning communities to develop and align instructional practices based on assessment data. An average of 87.8% of staff report that the Whitley County School district is a good place to work and learn. 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.

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

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

One area of concern for the Whitley County School District is in the time category of the TELL Survey. According to the 2017 results, 73.1% 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. 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 and analyzing data. The 2017 TELL Survey indicates that the professional development category is an area of concern. Only 85.7% 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 84.3% 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 work in all schools to provide needed support. This support has included team teaching, intervention support, data analysis, 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 students (39.4%) and fourth grade students (36.2%) are scoring below proficiency in reading. A large percentage of students are scoring below proficiency in math in third grade (49.9%), fourth grade (40.8%), fifth grade (36.2%), and sixth grade (37.3%). Although the percentage of students scoring novice in math has been greatly reduced, about one-half of the students in third grade are scoring below proficiency which indicates that we need to address instruction focused on the rigor of the standards. A large percentage of fifth grade students (37.2%) are scoring apprentice in writing while only 3.7% are scoring distinguished. Opportunities for improvement in reading and math exist with our non-duplicated gap students as 37.2% in reading, 44.6% in math, and 48.3% in writing are scoring below proficiency. Opportunities related to student learning at the middle school level are in the areas of reading, math, and writing. A large percentage of students are scoring below proficiency in reading in seventh grade (28.0%) and eighth grade (37.2%). Almost half of students in seventh grade (46.9%) and eighth grade (44.7%) are scoring below proficiency in math. A large percentage of eighth grade students (48.4%) are scoring below proficiency in writing. A large percentage of non-duplicated gap students are scoring below proficiency in math (46.7%) and writing (53.6%). Opportunities for improvement at the high school level occur in Algebra II and Biology. A large percentage of students are scoring below proficiency in Algebra II (75.2%) and Biology (68.5%). This data indicates a concern with our curriculum alignment and rigor of the Kentucky Academic Standards. According to recent ACT data, our average scores fall below the state average score in the following categories: English (18.0) is below the state by 1.2; Math (18.3) is below the state by 1.1; Reading (19.4 is below the state by 0.9; Science (19.5) is below the state by 0.4; and the overall composite score of 18.9 is below the state average by 0.9. The percentage of students who are ready for college and careers dropped from 84.2% in 2015-16 to 62.4% in 2016-17. 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.

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

Trend data indicates that achievement has had a steady incline for our elementary and middle schools, but our high school achievement declined from 63.3 in 2014-15 to 62.6 in 2016-17. The gap points have decreased about 12.6 points from 54.1 in 2014-15 to 41.5 points in 2016-17 at the elementary level and 3.9 points at the high school level from 42.7 to 38.8 over the same span. Growth at the middle school level has not made any significant gains from 67.5 in 2014-15 to 67.3 in 2016-17. College and Career Readiness at the high school level made gains from 77.0 in 2014-15 to 84.2 in 2015-16. However, in 2016-17, the College and Career Readiness points drastically declined by 21.8 Graduation Rate has declined about 3.3 from 96.2 in 2014-15 to 92.9 in 2016-17. Our attendance rate decreased 0.3% from 93.4% in 2014-15 to 93.1% in 2016-17. A huge decline of 13.8% in students transition to adult life in the category of those attending college. The percentage decreased from 47.8% in 2014-15 to 34.2% in 2016-17. Parent involvement documented hours also decreased about 13% from 2014-15 to 2016-17.

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Potential Source of Problem

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

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

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

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Strengths/Leverages

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

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

The Whitley County School District's most remarkable strength is our personnel. According to the 2017 TELL Survey, almost 97.6% of teachers are encouraged to try new things to improve instruction and 92.3% of teachers agree that they are recognized as educational experts. This open mindset has inspired our teachers to embrace and implement state and district initiatives effectively. 94.2% of teachers agree that they are provided supports that translate to improvements in instructional practices by teachers. 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 PLC's has enabled us to focus on student learning, collaboration, and data driven instruction. The 2017 TELL Survey indicates that 98.0% of teachers use assessment data to inform instruction and 98.3% of teachers work collaboratively in professional learning communities to develop and align instructional practices. Almost 94.2% of teachers agree that they are provided supports that have improved their instructional practice. Our district currently provides resources and support through district instructional coaches. Our student performance data confirms that we are implementing best practices for effective schools and are having a positive impact on student achievement, gap, and growth. Student performance data indicates that our achievement increased 6.4 points over the past two years at the elementary level and 7.2 points at the middle school level. Growth at the elementary level made huge gains from 59.4 in 2014-15 to 66.7 in 2016-17. District wide achievement has improved about 4.2 points from 72.2 points in 2014-15 to 76.4 points in 2016-17. Growth has increased 7.2 points from 59.9 points in 2014-15 to 67.1 in 2016-17. The Whitley County School District also encompasses strengths related to our learning environment. The culture of our district has made a positive impact on our student performance. Our retention rate has decreased by 2.3% from 3.9% in 2014-15 to 1.6% in 2016-17. The percentage of teachers who have attained a master's degree or higher has increased from 81.4% in 2014-15 to 91.3% in 2016-17. Overall, behavior events have decreased about 11% over the past two years. Our teacher turnover rate has decreased 2.4% from 11.5% in 2014-15 to 9.1% in 2016-17. The Whitley County School District will sustain these areas of strengths by continuing to focus our vision on student learning. Our greatest success and proudest moments center around the achievement of our students and the devotion and hard work of our staff. The Whitley County School District is certainly Making GREAT Things Happen!

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

e Prove diagnostics

Phase II: District Safety Report

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

Last Modified: 08/01/2018
Status: Locked

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Phase II: District Safety Report

District School Safety Report

School Safety Adoption Requirements

1. Has the board required each school council, or if none exists, the principal, to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown is required?

Yes

ATTACHMENTS

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

2. Does each public school building have a written Emergency Management Plan (EMP)?
If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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

3. Did each SBDM Council adopt a policy requiring the development and adoption of an EMP? Provide the date of adoption in the comments box below.
If all schools in the district have not met the requirement, respond in the negative.

Pleasant View- September 19, 2013 Whitley North - October 7, 2013 Whitley Central Intermediate - October 28, 2013 Whitley East - October 1, 2013 Whitley Central Primary - September 30, 2013 Whitley County High School - October 8, 2013 Whitley County Middle School - October 7, 2013 Boston Elementary - October 8, 2013 Oak Grove Elementary - October 7, 2013

ATTACHMENTS

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

4. Did each SBDM Council adopt an EMP? Provide the date of adoption in the comments box below.
If all schools in the district have not met the requirement, respond in the negative.

Pleasant View- September 19, 2013 Whitley North - October 7, 2013 Whitley Central Intermediate - October 28, 2013 Whitley East - October 1, 2013 Whitley Central Primary - September 30, 2013 Whitley County High School - October 8, 2013 Whitley County Middle School - October 7, 2013 Boston Elementary - October 8, 2013 Oak Grove Elementary - October 7, 2013

ATTACHMENTS

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

5. Has each public school building provided local first responders with a copy of the EMP and a copy of the floor plan?
If all schools in the district have not met the requirement, respond in the negative.

Yes

ATTACHMENTS

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

6. Has each public school building's EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? Provide the date of adoption in the comments box below.
If all schools in the district have not met the requirement, respond in the negative.

Boston Elementary - August 8, 2017 Pleasant View Elementary - August 29, 2017 Whitley East Elementary - September 5, 2017 Whitley North Elementary - August 7, 2017 Oak Grove Elementary - July 10, 2017 Whitley Central Intermediate - August 3, 2017 Whitley Central Primary - July 31, 2017 Whitley County Middle School - August 14, 2017 Whitley County High School - July 25, 2017

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

7. Was each public school building's EMP reviewed with the faculty and staff prior to the first instructional day of the school year? Provide the date of adoption in the comments box below.
If all schools in the district have not met the requirement, respond in the negative.

August 21, 2017

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

8. Were local law enforcement and/or fire officials invited to review each public school building's EMP?
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

School Safety Implementation Requirements
1. Has the board required each school council, or if none exists, the principal, to implement the following school safety requirements?

Yes

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

2. In each public school building, are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

3. In each public school building, has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?
Provide the date of review.

August 3, 2016 - All Schools August 14, 2017 - Whitley County High school August 15, 2017 - Boston and East Elementary August 16, 2017 - Oak Grove and Whitley North Elementary August 17, 2017 - Whitley Primary and Pleasant View Elementary August 18, 2017 - Whitley County Middle School and Whitley Central Intermediate

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

4. Have practices been developed in each public school building for students to follow during an earthquake?
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

5. Has each public school building developed and adhered to practices designed to ensure control of access to the school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in, display of identification badges)?
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

6. Has each public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

7. In each public school building, are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days following January 1?
If all schools in the district have not met the requirement, respond in the negative.

Yes

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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2017-2018 Phase III: Goal Builder for Districts

Phase III: Goal Builder for Districts

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

Last Modified: 08/01/2018
Status: Locked

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Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Upload your completed Goal Builder in the attachment area below:
You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Goal Builder Document is attached.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Whitley County Goal Builder Worksheet	Goals, Objectives, Strategies, and Activities	

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1: Proficiency

Goal 1:
Increase the average combined reading and math K-PREP scores for elementary students from 61.2% to 75.8%; middle school students from 63.7% to 75.5%; and high school students from 43.2% to 68.4% in 2019.

| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

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

Activities column:
- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	10/02/2017 to 09/29/2018	Paula Rickett Dr. Ralph Johnson	No funding
1B	07/10/2017 to 06/30/2018	Paula Rickett Heather Stewart Kim Creekmore	No funding
1C	08/21/2017 to 06/30/2018	Paula Rickett Ruth Osborne	Gifted and Talented Funds
2A	07/10/2017 to 06/30/2018	Paula Rickett Dr. Ralph Johnson	No funding
2B	08/21/2017 to 06/30/2018	Paula Rickett	No funding
2C	08/21/2017 to 06/30/2018	Paula Rickett	No funding
2D	08/21/2017 to 06/30/2018	Paula Rickett	No funding
2E	08/21/2017 to 06/30/2018	Paula Rickett	No funding
3A	07/10/2017 to 06/30/2018	Paula Rickett	No funding
3B	08/21/2017 to 06/30/2018	Paula Rickett	No funding
3C	09/04/2017 to 06/30/2018	Paula Rickett Laurel Bowlin	21st CCLC Grants
3D	08/21/2017 to 06/30/2018	Paula Rickett Dr. Ralph Johnson	No funding
3E	08/14/2017 to 06/30/2018	Paula Rickett Dr. Ralph Johnson	IDEA Funds
3F	07/10/2017 to 06/30/2018	Paula Rickett	No funding
3G	07/10/2017 to 06/30/2018	Paula Rickett	No funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the average combined reading and math K-PREP scores for elementary students from 61.2% to 71.0%; middle school students from 63.7% to 70.6%; and high school students from 43.2% to 62.0% by 2018	1. Design and Deliver Instruction	A: Identify and disseminate instructional resources for Kentucky Academic Standards; provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, myON, MAP, Aimsweb, and other core programs; coordinate and facilitate reading and math nights involving parents and community members in academic activities aligned to KAS	District Report Card, program reports, sign in sheets		$ 0
		B: Provide support for teachers to implement and integrate Literacy Design Collaborative (LDC) modules to meet the cognitive demands of the ELA standards; Provide support for teachers to integrate rigorous, engaging mathematical learning experiences through Formative Assessment Lessons (FALs through the Math Design Collaborative-MDC)	District monitoring, student samples		$ 0
		C: Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Enrichment activities are provided to middle and high school students as requested	District Report Card, GT reports		$ 10,000
	2. Review, Analyze, and Apply Data	A: Examine student data including K-PREP, MAP, IOWA, STAR, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources	District Report Card, Pearson reports, district reports		$ 0
		B: Assist schools in creating/implementing visual representations of data through data rooms or data notebooks and having data room meetings	District Report Card, MAP Growth reports		$ 0
		C: Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data	District Report Card, Pearson reports, district reports		$ 0
		D: Provide support to teachers in utilizing formative and summative assessment data to inform instruction	Walkthrough documentation, common assessment data		$ 0
		E: Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency	Student data, PLC minutes		$ 0
	3. Design, Align, and Deliver Support	A: Support teachers through professional learning opportunities in 21st Century instruction in reading, math, writing, science, and technology	PD sign in sheets		$ 0
		B: Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the needs of the teachers	Instructional Coaches schedules, PLC minutes		$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st	21st CCLC schedules, reports, sign in sheets		$ 652,500

		Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals			
		D: Coordinate and provide resources for each school's Response to Intervention team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, Review 360, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark data, and professional learning agendas	AIMSweb data, Review 360 data, lesson plans, walkthrough documentation, learning checks, student data, PLC minutes		$ 0
		E: Provide trainings and technical support to school managers and teachers using AIMSweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies	PD sign in sheets, Technology Resource Teacher schedule, PLC minutes, Aimsweb and Review 360 data, lesson plans		$ 14,045
		F: Provide support and training with research-based best practices for reading, math, and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding metacognition strategies and formative evaluation in daily instruction; Provide professional learning focused specifically on teaching students of high poverty with resources and strategies provided through training through SESC and KDE	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		$ 0
		G: Provide instructional support with the Kentucky Academic Standards in Science (NGSS), implementation of three dimensional science instruction, Classroom Embedded Assessments (CEAs), Through Course Tasks (TCTs), and Claim, Evidence, and Reasoning (CER)	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		$ 0

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.2% to 73.9%; middle school from 59.6% to 73.6%; and high school from 37.8% to 66.1% in 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*

- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	10/02/2017 to 09/29/2018	Paula Rickett Dr. Ralph Johnson	No funding
1B	07/10/2017 to 06/30/2018	Paula Rickett Patrick Bowlin Dr. Ralph Johnson	No funding
1C	07/10/2017 to 06/30/2018	Paula Rickett	No funding
1D	07/10/2017 to 06/30/2018	Paula Rickett Meleesha Hooper	McKinney-Vento Grant
2A	09/01/2017 to 06/30/2018	Paula Rickett	No funding
2B	08/21/2017 to 06/30/2018	Paula Rickett Heather Stewart	Read to Achieve Grant
2C	08/21/2017 to 06/30/2018	Paula Rickett Kim Creekmore	Math Achievement Fund
2D	09/04/2017 to 06/30/2018	Paula Rickett Laurel Bowlin	21st CCLC Grants
2E	08/21/2017 to 06/30/2018	Paula Rickett Dr. Ralph Johnson	No funding
2F	08/14/2017 to 06/30/2018	Paula Rickett Dr. Ralph Johnson	IDEA Funds
2G	08/14/2017 to 06/30/2018	Heather Stewart	Save the Children Grant

Goal 2:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.2% to 73.9%; middle school from 59.6% to 73.6%; and high school from 37.8% to 66.1% in 2019.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 59.2% to 68.7%; middle school from 59.6% to 68.7%; and high school from 37.8% to 59.3% by June 30, 2017	1. Review, Analyze, and Apply Data	A: Analyze K-PREP, ACT, MAP, IOWA, EOC, common assessments, and other student achievement data by gap groups to modify instructional practices	District Report Card, Pearson reports, district reports		$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement	District Report Card, district reports, IC reports		$ 0
		C: Analyze data from the 2017 TELL KY Survey to identify and address non-cognitive teaching and learning barriers	Tell KY Survey		$ 0
		D: Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations	IC reports		$ 73,203
	2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the needs of the teachers	Instructional Coaches schedules, PLC minutes		$ 0
		B: Provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through third grade. These services include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one	RTA schedules, IDEC reports, STAR reports, AR reports, running records, MAP reports		$ 300,000
		C: Provide math intervention services in small groups or in collaboration with students in kindergarten through third grade. These services include Tier 2 intervention for small groups and collaboration	MIT schedules, MIT reports, MAP reports		$ 300,000
		D: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers; Provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals	21st CCLC schedules, reports, sign in sheets		$ 652,500
		E: Coordinate and provide resources for each school's Response to Intervention team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, Review 360, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark data, and professional learning agendas	AIMSweb data, Review 360 data, lesson plans, walkthrough documentation, learning checks, student data, PLC		$ 0

Goal 2:					
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in elementary from 59.2% to 73.9%; middle school from 59.6% to 73.6%; and high school from 37.8% to 66.1% in 2019.					
			minutes		
		F: Provide trainings and technical support to school managers and teachers using AIMSweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies	PD sign in sheets, Technology Resource Teacher schedule, PLC minutes, Aimsweb and Review 360 data, lesson plans		$14,045
		G: Support 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 provided by Save the Children	STC Portal reports, SCORE, STAR reports, AR reports, visits, huddles, weekly conference calls		$ 625,492

3: Graduation rate

Goal 3:		
Increase the 4-year Adjusted Cohort Graduation Rate targets from 92.9% to 95.6% in 2020.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. **Timeline table:** | Strategy/ Activity	Timeline	Person Responsible	Funding Source
---	---	---	---
1A	08/21/2017 to 06/30/2018	Paula Rickett Laurel Bowlin	No funding
1B	08/21/2017 to 06/30/2018	Paula Rickett	No funding
2A	08/21/2017 to 06/30/2018	Paula Rickett Principals, Guidance Counselors	No funding	

Goal 3:
Increase the 4-year Adjusted Cohort Graduation Rate targets from 92.9% to 95.6% in 2020.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the 4-year Adjusted Cohort Graduation Rate targets from 92.9% to 94.5% in 2018	1. Design, Align, and Deliver Support	A: Provide resources and technical assistance for Career Cruising and ILP's; monitor each school's completion percentage of ILP requirements; provide all students with career pathway information related to their ILP in order to make elective choices; and disseminate information and resources to parents/guardians about the Career Cruising Program and requirements of the ILP	ILP reports		$ 0
		B: Monitor and support programs that provide individual intervention such as Gear Up Reading (Read 180) and Math Intervention (Push-ins) and Edgenuity for Credit Recovery and MyPath (Tier III)	Credit Summary Report in IC		$ 0
	2. Review, Analyze, and Apply Data	A: Utilize the Persistence to Graduation Tool to identify students who may be off-track for promotion or on-time graduation and provide targeted assistance and intervention.	Persistence to Graduation IC report		$ 0

4: Growth

Goal 4:
Increase the average student growth percentile for all students in the combined reading and math category in elementary from 64.3% to 68.3% and middle school from 66.3% to 70.3% in 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	08/21/2017 to 06/30/2018	Paula Rickett	No funding
1B	08/21/2017 to 06/30/2018	Paula Rickett, Dr. Ralph Johnson	No funding
1C	09/04/2017 to 06/30/2018	Paula Rickett Laurel Bowlin	21st CCLC Grants
1D	08/21/2017 to 06/30/2018	Paula Rickett Heather Stewart	Read to Achieve Grant
1E	08/21/2017 to 06/30/2018	Paula Rickett Kim Creekmore	Math Achievement Fund
2A	10/02/2017 to 09/29/2018	Paula Rickett Dr. Ralph Johnson	No funding
2B	07/10/2017 to	Paula Rickett	No funding

Goal 4:
Increase the average student growth percentile for all students in the combined reading and math category in elementary from 64.3% to 68.3% and middle school from 66.3% to 70.3% in 2019.

			06/30/2018	Patrick Bowlin Dr. Ralph Johnson	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase the average student growth percentile for all students in the combined reading and math category in elementary from 64.3% to 68.3% and middle school from 66.3% to 70.3% in 2019.**	1. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the needs of the teachers	Instructional Coaches schedules, PLC minutes		$ 0
		B: Coordinate and provide resources for each school's Response to Intervention team to address academic needs; Maintain a system of progress monitoring as evidenced by tools such as AIMSweb, Review 360, lesson plans, walkthrough documentation, learning checks, common assessments, benchmark data, and professional learning agendas	AIMSweb data, Review 360 data, lesson plans, walkthrough documentation, learning checks, student data, PLC minutes		$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21st Century Community Learning Centers	21st CCLC schedules, reports, sign in sheets		$ 652,500
		D: Provide reading intervention services in small groups, individual, or in collaboration with students in kindergarten through third grade. These services include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one	RTA schedules, IDEC reports, STAR reports, AR reports, running records, MAP reports		$ 300,000
		E: Provide math intervention services in small groups or in collaboration with students in kindergarten through third grade. These services include Tier 2 intervention for small groups and collaboration	MIT schedules, MIT reports, MAP reports		$ 300,000
	2. Review, Analyze, and Apply Data	A: Analyze K-PREP, ACT, MAP, IOWA, EOC, common assessments, and other student achievement data by gap groups to modify instructional practices	District Report Card, Pearson reports, district reports		$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement	District Report Card, district reports, IC reports		$ 0

5: Transition readiness

Goal 5:
Increase the percentage of students who are transition ready from 66.9% to 70.0% for elementary students; from 59.0% to 59.6% for middle school students; and 52.4% to 77.6% for high school students in 2019.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*
- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	08/21/2017 to 06/30/2018	Paula Rickett	No funding
1B	07/10/2017 to 06/30/2018	Paula Rickett	No funding
2A	07/10/2017 to 06/30/2018	Paula Rickett Principals, Guidance Counselors	No funding
2B	07/10/2017 to 06/30/2018	Paula Rickett Kim Creekmore	Gear Up Funding; 21st CCLC
2C	07/10/2017 to 06/30/2018	Paula Rickett Kim Creekmore	No funding
2D	07/10/2017 to 06/30/2018	Paula Rickett Laurel Bowlin	No funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students who are transition ready from 66.9% to 68.5% for elementary students; from 59.0% to 59.3% for middle school students; and from 52.4% to 73.9% for high school students in 2019.	1. Review, Analyze, and Apply Data	A: Utilize the Early Warning and Persistence to Graduation Tools (PtGT) to target needed interventions for at-risk students who are not meeting benchmarks	IC reports		$ 0
		B: Analyze K-PREP, IOWA, ACT, EOC, KOSSA, AP reports, etc. assessment results and determine instructional gaps to assist in providing strategies and activities to teachers	District Report Card, Pearson reports, district reports		$ 0
	2. Design, Align and Deliver Support	A. Provide access to resources related to academic and career advising and to transition readiness; Develop and maintain policies which allow student to enroll in dual credit courses offered on-site and on the college campus; Provide access and training for teachers who receive AP training	Dual credit and AP enrollment rosters and student grades		$ 2,000

Goal 5:
Increase the percentage of students who are transition ready from 66.9% to 70.0% for elementary students; from 59.0% to 59.6% for middle school students; and 52.4% to 77.6% for high school students in 2019.

		B: Provide access to all students identified as needing academic intervention to our 21st CCLC tutoring programs; Provide access to sophomores and freshman students who are identified as needing academic intervention to Gear Up tutoring programs	21st CCLC reports and sign in sheets, Gear Up data and sign in sheets		$742,500
		C: Monitor the Gear Up program to ensure fidelity with the mentoring program in which students explore college and career pathways; Provide access to cohort to visit college campuses to provide awareness of postsecondary opportunities and encourage students to consider postsecondary programs	Gear Up activity schedule; Gear Up activity data		$ 0
		D: Provide resources and technical assistance for Career Cruising and ILPs; Monitor each school's completion percentage of ILP requirements; Provide all students with career pathway information related to their ILPs in order to make elective choices	ILP reports		$ 0

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

Goal 6:

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring	Funding

Goal 6:					
				Date & Notes	
Objective 1:				Objective 1:	
Objective 2:					

2017-2018 Phase III: Executive Summary for Districts

Phase III: Executive Summary for Districts

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

Last Modified: 08/01/2018
Status: Locked

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Phase III: Executive Summary for Districts

Executive Summary

Description of the District

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

Located in the Cumberland Mountains in southeastern Kentucky, the county has a total of 438 square miles. It is located at least 100 miles from the economic and cultural advantages found in larger cities. The demographic make up of our area has not changed noticeably over the past five years and includes, 97.1% white, 0.8% black, 0.3% Indian, 0.5% Asian, 1.2% Hispanic/Latino, and 1.3% are identified as two races or more. The county has a population of approximately 36,096 people. According to the U.S. Census Bureau, 29.3% of the population live below the poverty level. The largest percentage of the population (52.3%) are residents who are in the age range of 18 to 64. Twenty four point eight 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 September 2017 unemployment rate of 5.2%, Whitley County's median household income is $32,397, far below the state average of $45,215. Seventy-seven point four percent of the county's population are high school graduates or higher. According to the 2016-2017 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 utilized their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. 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 2016-2017 enrollment of 4,071 students, with 50.9% males and 49.% females attending K-12. 20.7% of the district's 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 1.4.1. Our attendance rate stands at 93.1%. We have 293 full-time teachers and an average student-to-teacher ratio of 13.1. The average teaching experience is 13.4 years, and 90.0% 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 7361 parent/community volunteer hours in the 2016-2017 school year. In addition, 2963 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; this person must show identification at each pick-up event, even the parent/guardian. All classrooms, gyms, and labs have telephone access. One hundred percent of parents receive the district discipline code. A guard shack with a bar/arm is located at the entrance to the main campus during regular extended school hours. Anyone entering the main campus must stop at the guard shack and register their name and purpose for the visit. The guard will radio ahead to the school so they are aware that they will be getting a visitor.

ATTACHMENTS

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

District's Purpose

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

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary 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 Schools Success, GEAR UP Mentoring and Tutoring, College and Career Readiness in math, Honors courses, Advanced Placement courses, Dual Credit courses, and Kentucky College Coach through AmeriCorps. Vocational programs offered through the Corbin Area Technology Center include career pathways focused on automotive technology, electrical technology, emergency management services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways offered on campus. These courses include administrative support; agriculture power, structural and technical systems; business and marketing education; business multimedia; culinary 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, instructions, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title I, 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. The Whitley County School District is committed to providing a safe, supportive environment to meet the individual needs of all students to ensure students are 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.

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

The Whitley County School District was named a Bronze district in growth. We also had one elementary that was awarded Top 10 in Growth, Top 10 in Gap, Silver Medalist in Growth, Silver Medalist in Gap, Most Improved in Gap, and Most Improved in Achievement. The Middle School was awarded Silver Medalist in Gap. The technology to student ratio is 1 to 1 for all students in grades 7 - 11. All district classrooms are equipped with Interactive boards and projectors. Each school has at least one set, if not more, of laptops/I-pads/Chromebooks for use in the classroom. We have begun to equip classroom teachers with a mobile device. 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 has also implemented a new web management system and designed a new web page. Whitley County's Director of Pupil Personnel (DPP) serves on KDPP Board. This is a KASA affiliate group that represents all DPP and state schools. This board helps set state and district policies pertaining to student services. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Board. This board looks at Infinite Campus data and safe schools data that must be reported to the state and also looks at best practices and informs school districts of the best practices. The District Ed Newspaper (DEN) has placed every year since implementation of the KSBA OASIS Awards with the two most recent years earning Distinguished rates (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 District Gear-Up Academic Specialist continues to serve as a Kentucky Hope Street Group State Fellow. Hope Street is a national non-partisan, non-profit 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, 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. Six of our elementary schools receive the Read to Achieve (RTA) Grant. We are in the 1st year of the four year grant. This grant is designed to provide reading intervention in small groups, individual, or collaborative setting to students in kindergarten through third grades. Six of our elementary schools receive Math Achievement Fund Grant which provides math intervention strategies in small groups and collaborative settings. Nine of our schools receive the 21st Century Community Learning Center Grants which provide academic intervention and enrichment activities along with youth development activities. Clubs are offered throughout the school year and also during the summer. Clubs focus on academics, physical 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. Whitley County High School also received the GEAR UP Grant through Berea College. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students for 9th and 10th grade students. The grant will follow this cohort of students through their journey to their first year of college. All seven elementary schools have a Save the Children Grant. These extensive grants have several components: In-School Literacy, After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community Engagement, and Vroom. The Whitley County School District also received a Preschool Partnership Grant. 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 coordinates integration of school improvement committees, i.e., Site Based Decision Making Councils (SBDM), curriculum planning committees, AIMSweb Plus, Review 360, 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.

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

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 grand 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 10 students participate in the Kentucky Governor's Scholar Program; this was a record number. Whitley County High School seniors received over $2,500,000 in scholarships. Students from WCHS placed 1st in the University of the Cumberlands' Math Competition. Whitley County High School's Family and Career And Community Leaders of America was named to the National Elite 50 for the second consecutive year. Two WCHS students attended the National Council on Youth Leadership Conference. Two senior members of the WCHS Chapter of Educators Rising competed in the 2017 Kentucky Educators Rising Conference and were awarded spots to attend and compete in the 2017 Educators Rising National Convention. Two WCHS Beta Club members were awarded the "Spotlight on Service Project" and a third member was awarded 2nd place in the Visual Art competition. The WCHS Academic Team won 2nd place in quick recall and FPS in district competition. Two WCHS students won the 2017 Yarmuth Book Award. Two WCHS students attended the ARC/ORNL 2017 High School Summer Math-Science Technology Institute. The WCHS drama students earned 3rd place at EKDAS with one student named Best Supporting Actress and another named to the All Mountain Cast. WCHS drama students also earned 4th place at State KTA and one student was named All Festival Cast. One WCHS student was selected as a HOBY winner and one student was selected as an alternate. WCHS had 17 students selected to perform with the All-Festival Choir and 1 student selected to perform with the All-Festival Band. Three WCHS students were selected as Outstanding Youth Leaders in the 3rd Annual "Youth Salute." The WCHS JROTC unit was recognized with "Honor with Distinction" and one JROTC instructor received the "Commander's Award for Public Service." WCHS inducted 26 new members into the National Honors Society. WCHS Gifted and Talented students participated in Fine Arts Workshops in collaboration with other area schools and Eastern Kentucky University. The WCHS Lady Colonel Volleyball team won the 51st District and 13th Region to advance to the KHSAA State Volleyball Tournament. Whitley County High School's head football coach was named District 8 Coach of the Year. WCHS had 8 student-athletes sign with the intent of playing a sport at the collegiate level. Whitley County Middle School had 16 students participate in the Duke Tip Talent Search and took the ACT with 7 of those students receiving state recognition and 1 student being awarded Grand Recognition. For the first time ever, Whitley County Middle School's Robotics Club competed in the FIRST LEGO League Robotics Region Qualifying Tournament. A WCMS student graduated from the Robotics Academy at the U.S. Space and Robotics Center in Huntsville, Alabama. Oak Grove Elementary partnered with Baptist Health to launch "Project Fit America."

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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CDIP Phase III: The Superintendent Gap Assurance

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

Last Modified: 11/13/2017
Status: Locked

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CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ○ No school in the district has failed to meet its gap target for two (2) consecutive years.

- ● **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.**

COMMENTS

Please enter your comments below.

The following schools have failed to meet their gap target for two consecutive years: *Pleasant View *Whitley Central Intermediate School *Whitley County High School *Whitley County Middle School

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)