

2018-19 Continuous Improvement Diagnostic for Districts

Phase One: Continuous Improvement Diagnostic for Districts

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

Last Modified: 10/01/2018
Status: Locked

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY	5

Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

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

Part I:

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

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

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

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Part II:

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

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

in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. Additionally, we designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, social media, and the marquee sign at the board of education, as well as the Whitley County Schools app notifications, and one call services. The Family Resource Centers (FRC) and Youth Service Centers (YSC) host multiple community-building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly workshops are conducted for parents and guardians, which are hosted by community volunteers, professionals, and/or teachers. These workshops are conducted on weekdays and occasionally on weekends when deemed appropriate. Home visits and phone calls are typical modes of personal contact, while flyers are sent home with students and posted in the community to invite participation. Monthly advisory meetings are held which addresses numerous topics about what is taking place in the school. The Advisory Council is made up of FRC staff, school staff, parents, and local business and agency personnel. Records show several community members and business partners participate in the workshops offered by the FRC and their partners, and a number of parents attend.

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Whitley County

ATTACHMENT SUMMARY

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2018-2019 Phase Two: District Safety Report

Phase Two: District Safety Report

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

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TABLE OF CONTENTS

District School Safety Report 3

Questions Related to the Adoption and Implementation of the Emergency Plan..... 4

ATTACHMENT SUMMARY..... 7

Phase Two: District Safety Report

District School Safety Report

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

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

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

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) below.

Please note that the local board is also required, pursuant to KRS 158.164, to direct the school council or, if none exists, the principal in each school to establish lockdown procedures; however, you are not being asked to certify that here.

Safety, Policy 05.4

ATTACHMENTS

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

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

Yes

ATTACHMENTS

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

ATTACHMENTS

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

If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes

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

Please provide the most recent date of review/revision of the emergency plan for each school in the district below. If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Boston Elementary 5/2/18 Oak Grove Elementary 4/27/18 Pleasant View 5/4/18 Whitley Central Primary 4/25/18 Whitley Central Intermediate 4/25/18 Whitley East Elementary 4/17/18 Whitley County Middle School 6/8/18 Whitley County High School 6/8/18 Whitley North Elementary 5/4/18

ATTACHMENTS

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

Please provide the date each school in the district completed this discussion below. If all schools in the district have NOT met the requirement, respond "no" and please explain further below.

Yes. 8/23/18 - Oak Grove Elementary, Whitley North Elementary, Whitley Central Intermediate, Whitley County Central Primary, Whitley East Elementary 8/24/18 - Whitley County High School, Whitley County Middle School, Pleasant View Elementary, Boston Elementary

ATTACHMENTS

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

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

Yes

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

If all schools in the district did NOT meet the requirement, respond "no" and please explain further below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly

during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes

ATTACHMENTS

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Whitley County

ATTACHMENT SUMMARY

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

Phase Two: District Assurances

Whitley County
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TABLE OF CONTENTS

Introduction..... 3
District Assurances..... 4
ATTACHMENT SUMMARY..... 8

Phase Two: District Assurances

Introduction

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

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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3. Our district has planned strategies to recruit and retain certified teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS**ATTACHMENTS**

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5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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15. We certify that we are a District of Innovation and attach the approved application.

- ☐ Yes
- ☒ No
- ☐ N/A

COMMENTS

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16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Whitley County

ATTACHMENT SUMMARY

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2018-2019 Phase Two: The Needs Assessment for Districts

Phase Two: The Needs Assessment for Districts

Whitley County
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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	6
Priorities/Concerns	9
Trends	10
Potential Source of Problem.....	11
Strengths/Leverages	12
ATTACHMENT SUMMARY.....	13

Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

The Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders. These various partners share a vision that students and community come first in our district and share the common 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 AdvancEd Performance Standards: leadership capacity, learning capacity, and resource capacity. These standards describe conditions that are necessary to support organizational effectiveness and improve student performance. The capacity of leadership ensures progress toward objectives and includes fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership, ability to engage stakeholders, and the capacity to implement strategies to improve learner and educator performance. The impact of teaching and learning is built upon a culture of high expectations for learning along with quality programs and services including an analysis of results. The use of resources ensures alignment and equitable distribution to effectively address needs and support for professional learning for all staff as well as examining the allocation and use of resources to establish appropriate levels of funding, sustainability, and effectiveness. The Whitley County School District implements a comprehensive assessment 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, Transition Readiness, MAP, CERT, common assessments, IOWA Assessment, Brigance data, RTI and progress monitoring data, ILP's, principal walk-through observations, and district technology surveys. Sources of learning environment data include TELL Survey results, principal walk-through observations, professional growth plans, professional development surveys, Family Resource/Youth Service Center data, and Parents As Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and finance. The district planning team meets frequently to analyze and discuss assessment data and concentrates on the following questions: *In what subject areas are we performing well? *What are our areas of strength? *What are our areas of needed improvement? What supports are needed in these areas? *Where are our gaps? In what subgroups do they exist? *What grade levels are performing well in the areas of reading, math, science, social studies, and writing? *Are there emerging 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 continuous improvement goals and strategies? Where should we focus our efforts? *Are our students demonstrating growth? How should we focus our efforts for those student identified as Less Than Catch Up and Catch Up? How can we enrich learning for students identified as Keep Up and Move Up? *What program areas need support to assist with our whole child approach? *What percent of our students are considered transition ready? How should we focus our efforts so students are prepared to succeed in the next stage of their lives? *What percent of our students are graduating within 4 years? 5 years? What do the trends indicate? *What improvements do we need to make in regards to time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional learning, and instructional practices and support? In addition to these questions, we examine our alignment with the Kentucky Board of Education Delivery Targets through the evaluation of the Key Core Work Processes: *Design and Deploy Standards-What should students know and be able to do? Is curriculum taught at a high level of fidelity? How do teachers adjust the curriculum content and

pacing to meet students' needs based on formative and summative assessments? Is it effective? Is our protocol for reviewing and revising curriculum effective in meeting our curricular needs? *Design and Deliver Instruction-How will they learn it? Is our protocol for ensuring instructional needs are met through Tier I and Tier II effective? How do we ensure that appropriate and effective high yield strategies are implemented and are effective? *Design and Deliver Assessment Literacy-How will we know if they learned it? Have we ensured that 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 learner goals? *Review, Analyze, Apply Data Results-How will we know they have learned it? Have we ensured that assessments are high quality and aligned to the rigor of the standards? How is student data being used to drive instruction? Are students achieving mastery with the standards? Are we reducing the number of students scoring novice? *Design, Align, and Deliver Support Process-What will we do if they know it already, don't know it, or need other support? Are our processes for monitoring behavioral and academic interventions effective? Can we identify and involve stakeholders to assist in improvement planning and measuring progress toward our goals? *Establish Learning Culture and Environment-What will we do if they know it already, don't know it, or need other support? How are we ensuring that all classrooms are culturally responsive to student needs? How do we develop educator capacity and ensure that all educators are successful? Are we effectively addressing barriers to learning with students and parents? Under the guidance of our Deputy Superintendent, the Whitley County School District Leadership Team will assist our schools with additional support, communicate district-wide expectations and policies, and obtain substantial stakeholder involvement to support the academic achievement and growth of all our students. District instructional coaches will provide regular, on-site assistance and support to all schools as well as maintain curriculum resource web pages that highlight resources and best practices in English/language arts, math, science, and writing. Reports from curriculum and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, STAR, Cognitive Tutor, IXL, CERT, etc. will be utilized and reviewed for implementation, support, and impact on student achievement. Data disaggregation occurs through weekly PLC meetings and scheduled flex time. 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, district leadership team, program managers, and the members of the Whitley County Board of Education. Progress monitoring is common practice through implementation and impact checks as they are part of the SBDM agendas. All principals enter progress notes as part of their Comprehensive School Improvement Plan (CSIP). Regular monitoring and support is provided through the district leadership team.

ATTACHMENTS

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

Example of Non-Academic Current State:

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

Current Academic State - Elementary *The Proficiency indicator is 87.5 which is 12.5 higher than schools served by the SESC Coop and 17.5 higher than the state. *The Separate Academic indicator is 78.9 which is 7.6 higher than schools served by the SESC Coop and 14.1 higher than the state. *The Growth indicator is 16.8 which is 0.2 lower than schools served by the SESC Coop and 0.3 lower than the state. *8.3% of students scored novice in reading compared to 15.7% of students in schools served by the SESC Coop and the state average of 20.3%. 71.5% of students scored proficient/distinguished in reading compared to 59.9% of students in schools served by the SESC Coop and the state average of 54.6% *6.9% of students scored novice in math compared to 15.6% of students in schools served by the SESC Coop and the state average of 18.9%. 64.9% of students scored proficient/distinguished in math compared to 52.1% of students in schools served by the SESC Coop and the state average of 48.9%. *7.4% of students scored novice in science compared to 11.4% of students in schools served by the SESC Coop and the state average of 15.3%. 45.6% of students scored proficient/distinguished in science compared to 35.1% of students in schools served by the SESC Coop and the state average of 30.9%. *4.8% of students scored novice in social studies compared to 8.2% of students in schools served by the SESC Coop and the state average of 13.7%. 66.6% of students scored proficient/distinguished in social studies compared to 62.6% in schools served by the SESC Coop and the state average of 53.0%. *4.2% of students scored novice in writing compared to 12.7% of students in schools served by the SESC Coop and the state average of 18.2%. 56.5% of students scored proficient/distinguished in writing compared to 47.8% of students in schools served by the SESC Coop and the state average of 40.5% *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 the Kentucky Academic Standards, and improve intervention services. This assessment provides results in the areas reading, English/language arts, and math for kindergarten students and the added areas of science and social studies for first and second grade students. 82% of kindergarten students scored in the top quartile (75-99 percentile range) on the core composite (reading, ELA, and math scores). Their average grade equivalency was 1.6. 55% of first grade students scored in the top quartile on the core composite and 59% on the complete composite (science and social studies included). The average grade equivalency for first grade students was 2.3. 50% of second grade students scored in the top quartile on the core composite and 57% on the complete composite. Their average grade equivalency was 3.6. *Kindergarten readiness is measured by five domains: - In the academic cognitive domain, 32.3% of students scored average or above compared to 31.1% of students in schools served by the SESC Coop and the state average of 36.8%. -In the language development domain, 77.7% of students scored average or above compared to 77.2% of students

in schools served by the SESC Coop and the state average of 73.3%. -In the physical development domain, 46.3% of students scored average or above compared to 44.8% of students in schools served by the SESC Coop and the state average of 48.6%. -In the self help domain, 45.1% of students scored average or above compared to 47.5% of students in schools served by the SESC Coop and the state average of 52.6%. -In the social emotional domain, 71.3% of students scored average or above compared to 75.8% of students in schools served by the SESC Coop and the state average of 77.8%. Current Academic State - Middle *The Proficiency indicator is 89.4 which is 12.6 higher than schools served by the SESC Coop and 16.6 higher than the state. *The Separate Academic indicator is 80.5 which is 9.4 higher than schools served by the SESC Coop and 13.7 higher than the state. *The Growth indicator is 14.8 which is 2.3 higher than schools served by the SESC Coop and 2.7 higher than the state. *7.0% of students scored novice in reading compared to 14.9% of students in schools served by the SESC Coop and the state average of 19.2%. 77.8% of students scored proficient/distinguished in reading compared to 64.5% of students in schools served by the SESC Coop and the state average of 60.0%. *5.7% of students scored novice in math compared to 11.4% of students in schools served by the SESC Coop and the state average of 14.2%. 65.3% of students scored proficient/distinguished in math compared to 50.3% of students in schools served by the SESC Coop and the state average of 47.1%. *8.1% of students scored novice in science compared to 16.2% of students in schools served by the SESC Coop and the state average of 20.7%. 31.3% of students scored proficient/distinguished in science compared to 27.0% of students in schools served by the SESC Coop and the state average of 25.8%. *3.8% of students scored novice in social studies compared to 6.8% of students in schools served by the SESC Coop and the state average of 9.5%. 83.0% of students scored proficient/distinguished in social studies compared to 66.9% of students in schools served by the SESC Coop and the state average of 60.3%. *4.5% of students scored novice in writing compared to 10.7% of students in schools served by the SESC Coop and the state average of 14.4%. 60.3% of students scored proficient/distinguished in writing compared to 48.8% of students in schools served by the SESC Coop and the state average of 44.3%. Current Academic State - High *The Proficiency indicator is 57.5 which is 3.5 lower than schools served by the SESC Coop and 1.8 lower than the state. *The Transition Readiness indicator is 63.6 which is 2.6 lower than schools served by the SESC Coop and 2.7 higher than the state. *The Graduation Rate indicator is 96.7 which is 3.2 higher than schools served by the SESC Coop and 5.9 higher than the state. *26.0% of students scored novice in reading compared to 25.6% of students in schools served by the SESC Coop and the state average of 28.1%. 42.1% of students scored proficient/distinguished in reading compared to 47.5% of students in schools served by the SESC Coop and the state average of 45.5%. *27.1% of students scored novice in math compared to 26.0% of students in schools served by the SESC Coop and the state average of 28.5%. 33.1% of students scored proficient/distinguished in math compared to 38.5% of students in schools served by the SESC Coop and the state average of 37.6%. *Our ACT Composite score improved 1.2 points from 17.5 in 2007-08 to 18.7 in 2017-18. Our ACT Composite score is 18.7 compared to the state composite score of 19.3. -In the English test section of the ACT, our score is 18.1 compared to the state score of 18.8. -In the Math test section of the ACT, our score is 18.0 compared to the state score of 18.8. -In the Reading test section of the ACT, our score is 19.3 compared to the state score of 19.8. -In the Science test section of the ACT, our score is 18.8 compared to the state score of 19.2. *45.8% of our students met the ACT benchmark in English as compared to the state average of 51.2%. *31.4% of our students met the ACT benchmark in Math as compared to the state average of 38.9%. *40.9% of our students met the ACT benchmark in Reading as compared to the state average of 47.1%. *Whitley County High School is identified as an Targeted Support and Improvement (TSI) school as the scores of our students with disabilities fell below the cut score in all three categories: Proficiency, Transition Readiness, and Graduation Rate. Information regarding our learning environment was provided by the 2017 TELL Survey. According to the 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, fax machines, and email. An average of 98.3% 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 gap students 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 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. A shift to going digital is in the process of being implemented throughout the district to assist in alleviating the amount of paperwork. According to the 2017 TELL Survey, 79.7% of teachers feel that parents/guardians support teachers, contributing to their success with students. In order for parents/guardians to become more involved in their child(ren)'s education, our district provides monthly Family Reading and Family Math nights funded through Title 1 at each of our elementary schools. These nights allow families to participate in activities focused on the Kentucky Academic Standards and focus on assisting parents/guardians with strategies in order to provide support for their child(ren). In addition, family engagement activities are scheduled at each school provided through funding from 21st Century Community Learning Centers. Our data indicates opportunities for improvement related to student learning. Our improvement areas at the elementary level lie in increasing the percentage of student scoring proficient/distinguished in the content areas of writing and science while decreasing the percentage of students scoring novice in reading and math. We have a high percentage of students scoring apprentice in most content areas, and we need to move the students to proficiency. Another focus area for elementary students is growth. Our areas of improvement at the middle school level include a focus of improving the percentage of students scoring proficient/distinguished in math, science, and writing while decreasing the percentage of students scoring novice in reading and math. Another focus area for middle level students is also growth. Areas for improvement at the high school level include increasing the percentage of students scoring proficient/distinguished in reading and math while decreasing the percentage of students scoring novice in these areas. Another focus area is improving the ACT Composite score as well as the subject area section scores. The district recently switched to CERT for our universal screener at the high school level to assist in increasing the ACT scores while providing differentiated instruction for all students. Transition Readiness has also been identified as an opportunity for improvement as a little over half of the students are not college or career ready.

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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 at the elementary level, the percentage of students scoring at proficiency or above in reading has increased from 65.9% in 2015-16 to 71.4% in 2017-18 which is an increase of 5.5% in two years. At the middle school level, the percentage of students scoring at proficiency or above in reading has increased from 63.5% in 2015-16 to 77.8% in 2017-18, an increase of 14.3%. At the high school level, the percentage of students scoring proficiency or above in reading has declined from 56.1% in 2015-16 to 42.1% in 2017-18. The percentage of students scoring proficiency or above in reading declined 19.5% from 61.6% from the previous year. Trend data also indicates that at the elementary level, the percentage of students scoring at proficiency or above in math has increased from 59.0% in 2015-16 to 64.9% in 2017-18, an increase of 5.9% over two years. The percentage of students scoring proficiency or above in math at the middle school level has increased from 57.1% in 2015-16 to 65.3% in 2017-18, an increase of 8.2%. At the high school level, the percentage of students scoring proficiency or above has increased from 30.2% in 2015-16 to 33.1% in 2017-18. The percentage of students scoring proficiency or above in math increased 8.3% from 24.8% from the previous year. College and Career Readiness (CCR) and Transition Readiness rates were compared using no bonus points. In 2015-16, our rate was 67.1 and declined to 52.4 in 2016-17. The Transition Readiness rate increased to 63.2 in 2017-18 which was a gain of 10.8 from the previous year. In comparing the 4-year Cohort Graduation Rate, the high school increased the rate from 94.2 in 2015-16 to 96.6 in 2017-18.

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Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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 Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. This team aligns resources to needs to make all systems work together for success, and they continually monitor student data regularly. 6-Establish a Learning Culture and Environment - The Whitley County School District ensures that each schools' culture and environment optimizes student learning and creates support for positive behavior. The instructional leadership team is focusing efforts on creating and developing growth mindsets as well as implementing instruction for students of poverty that is research-based.

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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, 97.6% of teachers agree that they are encouraged to try new things to improve instruction, and 92.3% of teacher agree that they are recognized as educational experts. This open mindset has inspired our 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 (PLC's) 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. Around 94.2% of teachers agree that they are provided supports that have improved their instructional practice. Our district currently provides resources and support through job-embedded learning provided by 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 and growth. Our proficiency indicator of 87.5 at the elementary level is 12.5 higher than schools served by the SESC Cooperative and 17.0 higher than the state. Our separate academic indicator of 78.9 is 7.6 higher than schools served by the SESC Cooperative and 14.1 higher than the state. Our proficiency indicator of 89.4 at the middle school level is 12.6 higher than schools served by the SESC Cooperative and 16.6 higher than the state. Our separate academic indicator of 80.5 is 9.4 higher than schools served by the SESC Cooperative and 13.7 higher than the state. Our growth indicator of 14.8 at the elementary level is 2.3 higher than schools served by the SESC Cooperative and 2.7 higher than the state. At the high school level, our transition readiness is 2.7 higher than the state. Our graduation rate of 96.7 is 3.2 higher than schools served by the SESC Cooperative and 5.9 higher than the state.

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Whitley County

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Executive Summary for Districts

Phase Three: Executive Summary for Districts

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

Last Modified: 01/30/2019
Status: Locked

TABLE OF CONTENTS

Executive Summary for Districts	3
ATTACHMENT SUMMARY.....	8

Phase Three: Executive Summary for Districts

Executive Summary for Districts

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, 0.0% black, 0.3% Indian, 0.5% Asian, 1.3% Hispanic/Latino and 1.3% are identified as two races or more. The county has a population of approximately 36,214 people. According to the U.S. Census Bureau 26.5% of the population live below the poverty level. The largest percentage of the population 51.4% are residents who are in the age range of 18 to 64. Twenty five percent of the population is under the age of 18. This high percentage indicates the important role the Whitley County School District plays within our community. According to the Bureau of Labor Statistics, the October 2018 unemployment rate was 5.10%. Whitley County's median household income is \$34,103, far below the state average of \$46,535. Seventy nine percent of the county's population are high school graduates or higher. According to the 2017-2018 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 service to community members including parents of our students. Our district has contracted services with Comp Care so that counselors can be housed within certain schools that service students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. The schools serve the students as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper, bringing the latest technology, resources, and facilities to our community. Opportunities for post-secondary education are varied, with several universities in the vicinity: University of the Cumberlands, Union College, Eastern Kentucky University - Corbin Campus, and Somerset Community College's Laurel County Campus are all within a 35 mile radius. The Whitley County School District has a 2017-2018 enrollment of 4001 students with 51% males and 49% females attending K - 12. Twenty two percent of the district's population is identified as students with disabilities; 13.7% of our students are identified as Gifted and Talented. We have a small population (0.2%) of English Language Learners. We have 297 full time teachers. The average teaching experience is 13.4 years. We have seven 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 9,488 parent/community volunteer hours in the 2017-2018 school year. The Whitley County School System 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.

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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. The Whitley County School District Leadership and Instructional Team provides a systemic instructional process which includes: coordinating and providing resources for school Response to Intervention teams to address academic needs for students; continuing to provide research-based resources for reading, math, science, and writing; maintaining a system of progress monitoring as evidenced by tools such as progress monitor data, lesson plans, walk through documentation, common assessments, and professional learning communities; building capacity of teachers to utilize the Literacy Design Collaborative (LDC) modules to meet the cognitive demands of the ELA standards; building capacity of teachers to integrate rigorous, engaging mathematical experiences through the Math Design Collaborative (MDC); building capacity of teachers to implement through course tasks, classroom embedded assessments, and claim-evidence-reasoning instruction to meet the cognitive demands of the Next Generation Science Standards; continuing to provide monthly gifted and talented elementary workshops to provide enriching lessons and activities that focus on identified gifted areas; address the barriers that homeless children and youth face in enrolling, attending, and succeeding in school; and continuing to provide technical assistance and support to schools in software setup, STAR, Accelerated Reader, Study Island, MAP, AIMSweb Plus, and other core programs. Our district offers a variety of academic, vocational, and athletic programs. Academic programs include Reading Recovery, CIM (Comprehensive Intervention Model), Add + Vantage Math Recovery, 21st Century Community Learning Centers, Save the Children Reading and Literacy, Save the Children Kindergarten Readiness, Save the Children Early Steps to Schools Success, GEAR UP Mentoring and Tutoring, College and Career Readiness in math, Honors courses, Advanced Placement courses, Dual Credit courses, and Kentucky College Coach through AmeriCorps. Vocational programs offered through the Corbin Area Technology Center include career pathways focused on automotive technology, electrical technology, emergency management services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways offered on campus. These courses include administrative support, allied health, agriculture power, structural and technical systems, business and marketing education, business multimedia, culinary marketing, 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, and disability. The Whitley County School District's Comprehensive Improvement Plan is data driven and based on results from state assessments, district assessments, universal screeners, common assessments, surveys, etc. Test results are disaggregated into subgroups to highlight celebration points and areas to target for needed assistance and support. The district

leadership team analyzes district level data to pinpoint assistance and support improvement efforts in the areas of curriculum, instruction, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title I, Save the Children (including CHANGE, Reading and Literacy, Kindergarten Readiness, and Early Steps to School Success programs), Special Education, Gifted and Talented, Family Resource/Youth Service Centers, alternative education, early childhood programs, adult and community education, and dropout prevention. Classroom teachers regularly differentiate instruction based on student achievement and success in a safe, secure, and nurturing environment for teaching and learning. 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 transition ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with graduation, college, career, and life. We envision providing our students the Next Generation learning experience in which all students achieve proficiency.

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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.

In the 2107 - 2018 school year, the Whitley County School District had one elementary school that was awarded Silver Medalist in Proficiency and another awarded Bronze Medalist in Separate Academic Indicator from the SESC Cooperative. The technology to student ratio is 1 to 1 for all students in grades 7 - 11 and we have a one-to-one initiative in place. All district classrooms are equipped with Interactive boards and projectors. Each school has at least one set, if not more, of laptops/I-pads/Chromebooks for use in the classroom. We have begun to equip classroom teachers with an mobile device. Our Chief Information Officer is an Apple Certified Support Professional and Apple Certified Technical Coordinator. We have a help desk, a technology integration specialist, a school district app, 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 the KDPP State Board. This is a KASA affiliate group that represents all DPP and state schools. This board helps set state and district policies pertaining to student services. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Advisory Committee. The board looks at Infinite Campus data and safe schools data that must be reported to the state and also looks at best practices and informs school districts of the best practices. The Whitley County School District received several grants that are assisting our schools with instruction and intervention. The district was awarded the Striving Readers Comprehensive Literacy Grant (\$650,000) to help provide a literacy rich environment from birth to 12th grade. Six of our elementary schools receive the Read to Achieve (RTA) Grant. We are in the 2nd year of the 4 year grant. This grant is designed to provide reading intervention in small groups, individual, or

collaborative setting to students in kindergarten through third grades. Six of our elementary schools receive Math Achievement Fund Grant which provides math intervention strategies in small groups and collaborative settings. Our district has seven full sites, one at each elementary, of Save the Children. These extensive grants have several components: In-School Literacy, After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community Engagement and Kindergarten Readiness. 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 and skill building activities are offered to family members of participating students in order to further engage parents in their student's learning and achievement goals. Whitley County High School also received the GEAR UP Grant through Berea College. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students for 10th and 11th grade students. The grant will follow this cohort of students through their journey to their first year of college. The Whitley County School District also received the Preschool Partnership Grant. The Whitley County School District is targeting reading, math, writing, and science for improvement in achievement, gap, and resources for core instruction and interventions in the targeted areas of improvement. The district improvement committees consists of Site Based Decision Making Councils (SBDM), curriculum planning committees, LDC Teacher Leader Cohort, 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.

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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. These coaches provide support and guidance in continued implementation of the Kentucky Academic Standards. They offer support and job-embedded professional learning through co-teaching, professional learning communities, and professional development sessions. They provide teachers and administrators with instructional needs and interventions as needed. They also coordinate and facilitate reading and math nights, involving parents and community members in academic activities. The district instructional coaches also facilitate the LDC Teacher Leader Network and Kentucky Literacy Intervention Program that are programs provided by the Striving Readers Comprehensive Literacy Grant. Furthermore, the four instructional coaches are also in training for the National LDC Coach Certification to provide literacy support. One of the Instructional Coaches currently serves on the 21st Century Community Learning Center State Advisory Board. The district provides a variety of services for students with disabilities and for teachers of special needs students. Whitley County maintains partnerships with higher education organizations and the local college to train pre-service teachers and to ensure the success of new and intern teachers. Teachers newly hired in the district are supported by in-house mentors. Whitley County also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County Homeless Liaison helps identify students

who lack basic life necessities. The program helps eliminate these and other non-instructional barriers to learning. Another community-based program is Parents As Volunteer Educators (PAVE), which recruits parents and coordinates their efforts to assist in the schools, working with teachers and students. Adult education programs, including GED assistance, are provided free of charge by the school district. Save the Children initiatives and programs target at-risk students early in life and offer academic and motivational activities. Through a federal grant award, the district provides free breakfast and free lunch for all students. We also have received an Artist in Resident Grant through VSA Ky Grant. Furthermore, the Whitley County School District received the Steele-Reese grant (\$50,000) for a math intervention teacher. The Whitley County School District Public Relations Department keeps the community informed about school news and programs. Whitley County High School had five Junior students participate in the Governor's Scholars Program. Whitley County High School seniors received over 1.3 million in one year scholarships and over 3.2 million in four year scholarships. Three Whitley County High School students are participating in the Data Seam Apprentice Program. WCHS JROTC unit was recognized as "Honor with Distinction" and has been since 1993. For 2017-2018 one WCHS student was selected as a HOBY winner and one student was selected as a HOBY alternate. The WCHS Future Farmers of America earned a variety of awards including: Welding placed 2nd in state, Ag Mechanics placed 2nd in state, Forestry placed 2nd in state, 7 regional contests were won, and one student received State FFA Degree. WCHS drama students competed at the state level earning Judge's Discretionary Award and one student was named to the KTA All-Star Cast. WCHS also earned the Elite Top 50 FACS Program. WCHS Educator's Rising Club competed at state conference and won the following: 1st Place in Children's Literature, Ethical Dilemma, Exploring Education Administration Careers, Impromptu Speaking, Impromptu Lesson, Job Interview; 2nd place in Lesson Planning and Delivery; and 3rd place in Creative Literature. The WCHS Academic Team advanced 11 different students in individual competitions to region Governor's Cup competition with the Quick Recall team placing 3rd at the region. The academic team also advanced four students in individual competitions to state Governor's Cup. WCHS had two students to place in Math written assessment at the 2018 SEKAL league tournament. Whitley County High School has added Allied Health as a new career pathway. Whitley County Middle School had 12 students participate in the Duke Tip Talent Search and took the ACT with 5 of those students receiving state recognition and 2 of those students participated in the Duke Tip Summer Learning Online Program. Whitley County Middle School's Robotics Club competed in the LEGO League Robotics Region Qualifying Tournament.

ATTACHMENTS

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

Whitley County

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Districts

Phase Three: Comprehensive Improvement Plan for Districts

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

Last Modified: 12/20/2018
Status: Locked

TABLE OF CONTENTS

Comprehensive Improvement Plan for Districts	3
ATTACHMENT SUMMARY	4

Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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

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


See attachment

ATTACHMENTS

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

Whitley County

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018-2019 Whitley County Schools Comprehensive Improvement Plan	Whitley County Schools Comprehensive Improvement Plan 2018-19	

Comprehensive Improvement Plan for Districts

Rationale

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

Operational definitions of each area within the plan

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

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the 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.

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1:
Increase the combined reading and math percentage of proficient/distinguished elementary students from 68.1% to 74.1%; middle school students from 71.5% to 77.5%; and high school students from 37.6% to 50.0% by 2021.

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	08/20/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
1B	08/20/2018 to 06/30/2019	Paula Rickett Heather Stewart Kim Creekmore	No funding
1C	08/20/2018 to 06/30/2019	Paula Rickett Ruth Osborne	Gifted and Talented Funds
2A	07/10/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
2B	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2C	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2D	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2E	08/20/2018 to 06/30/2019	Paula Rickett	No funding
3A	07/10/2018 to 06/30/2019	Paula Rickett	No funding
3B	08/20/2018 to 06/30/2019	Paula Rickett	No funding
3C	09/10/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	21 st CCLC Grants
3D	08/20/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
3E	08/14/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	IDEA Funds
3F	07/10/2018 to 06/30/2019	Paula Rickett	No funding
3G	07/10/2018 to 06/30/2019	Paula Rickett	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the combined reading and math percentage of proficient/distinguished elementary students from 68.1% to 70.1%; middle school students from 71.5% to 73.5%; and high school students from 37.6% to 41.7% by 2019.	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/enhancing visual representations of data through data rooms or data notebooks and having data room meetings	District Report Card, MAP Growth reports		
		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 21 st Century instruction in reading, math, writing, science, and technology	PD sign in sheets		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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 21 st Century Community Learning Centers; Provide parent engagement activities through 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st CCLC schedules, reports, sign in sheets		\$0
		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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		H: Provide enrichment to students that focus on academics, physical fitness, health education, and leadership though Save The Children school sites; Provide parent engagement activities to engage parents/guardians in their child’s learning and achievement goals	STC schedules, monthly reports, sign in sheets		\$815,230

2: Separate Academic Indicator

Goal 2:
Increase the percentage of students scoring proficient/distinguished in

- **science for elementary students from 45.5% to 60.0%; middle school students from 31.3% to 45.3%; and high school students from 25.7% to 41.0% by 2021**
- **social studies for elementary students from 66.7% to 80.0% and middle school students from 83.0% to 90.0% by 2021**
- **writing for elementary students from 56.5% to 66.5%; middle school students from 60.4% to 70.4%; and high school students from 71.8% to 81.8% by 2021.**

Which **Strategy** will the 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 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.*

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1C	08/20/2018 to 06/30/2019	Paula Rickett Ruth Osborne	Gifted and Talented Funds
1D	08/20/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	Striving Readers Grant
2A	07/10/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
2B	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2C	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2D	08/20/2018 to 06/30/2019	Paula Rickett	No funding
2E	08/20/2018 to 06/30/2019	Paula Rickett	No funding
3A	07/10/2018 to 06/30/2019	Paula Rickett	No funding
3B	08/20/2018 to 06/30/2019	Paula Rickett	No funding
3C	09/10/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	21 st CCLC Grants
3D	08/20/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
3E	08/14/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	IDEA Funds

Goal 2:
Increase the percentage of students scoring proficient/distinguished in

- science for elementary students from 45.5% to 60.0%; middle school students from 31.3% to 45.3%; and high school students from 25.7% to 41.0% by 2021**
- social studies for elementary students from 66.7% to 80.0% and middle school students from 83.0% to 90.0% by 2021**
- writing for elementary students from 56.5% to 66.5%; middle school students from 60.4% to 70.4%; and high school students from 71.8% to 81.8% by 2021.**

		3F	07/10/2018 to 06/30/2019	Paula Rickett	No funding
		3G	07/10/2018 to 06/30/2019	Paula Rickett	No funding
		3H	08/20/2018 to 06/30/2019	Paula Rickett	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of students scoring proficient/ distinguished in science for elementary students from 45.5% to 50.3%; middle school students from 31.3% to 36.0%; and high school students from 25.7% to 30.8% by 2019.	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, Study Island, myON programs	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 and Science standards; Provide support for teachers to integrate rigorous, engaging science investigations	District monitoring, student samples		\$0
		C: Provide monthly seminars with enriching lessons and activities for elementary students identified as high potential learners and 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, IOWA, CER formative science investigations, TCT 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/enhancing 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	Walkthrough documentation,		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		formative and summative assessment data to inform instruction	common assessment data		
		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 21 st 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 21 st Century Community Learning Centers; Provide parent engagement activities through 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st CCLC schedules, reports, sign in sheets		\$600,000
		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		\$14,045
		E: 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	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and strategies provided through training through SESC and KDE			
		F: 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
		G: Facilitate weekly professional learning communities using systems approach of Plan, Do, Study, Act	PLC minutes, Instructional coaches schedules, student data		\$0
		H: Provide training and support for teachers to implement and integrate Claim, Evidence, Reasoning (CER) to meet cognitive demands of the Kentucky Science Standards; provide support for teachers to integrate rigorous, engaging science learning experience through Claim, Evidence, Reasoning formative science investigations	PD sign in sheets, District Monitoring, student samples		\$0
Increase the percentage of students scoring proficient/ distinguished in social studies for elementary students from 66.7% to 71.1% and middle school students from 83.0% to 85.3% by 2019.	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, Study Island, myON programs	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 social studies lessons	District monitoring, student samples		\$0
		C: Provide monthly seminars with enriching lessons and activities for elementary students identified as high potential learners and 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, IOWA, LDC modules, 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/enhancing visual representations of data through data rooms or data	District Report Card, MAP Growth reports		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		notebooks and having data room meetings			
		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 21 st Century instruction in reading, math, writing, science, social studies, 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 21 st Century Community Learning Centers; Provide parent engagement activities through 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st CCLC schedules, reports, sign in sheets		\$600,000
		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 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,	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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			
		F: Provide instructional support with the Kentucky Academic Standards in Social Studies	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		\$0
		G: Facilitate weekly professional learning communities using systems approach of Plan, Do, Study, Act	PLC minutes, Instructional coaches schedules; student data		\$0
Increase the percentage of students scoring proficient/ distinguished in writing for elementary students from 56.5% to 59.8%; middle school students from 60.4% to 63.7%; and high school students from 71.8% to 75.1% by 2019.	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, Study Island, myON programs	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 writing tasks	District monitoring, student samples		\$0
		C: Provide monthly seminars with enriching lessons and activities for elementary students identified as high potential learners and gifted and talented; Enrichment activities are provided to middle and high school students as requested	District Report Card, GT reports		\$10,000
		D. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Time and Scholastic Magazines, Zane-Blouser Handwriting 2 nd /3 rd grade) to enhance literacy instruction	District Monitoring, student samples		Striving Readers Grant \$80,000
	2. Review, Analyze, and Apply Data	A: Examine student data including K-PREP, MAP, IOWA, 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/enhancing visual representations of data through data rooms or data	District Report Card, MAP Growth reports		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		notebooks and having data room meetings			
		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 21 st 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 21 st Century Community Learning Centers; Provide parent engagement activities through 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st CCLC schedules, reports, sign in sheets		\$600,000
		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 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	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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			
		F: Provide instructional support with the Kentucky Academic Standards in ELA, implementation of Literacy Design Collaborative, Kentucky Literacy Intervention Program.	PD sign in sheets, PLC minutes, Instructional coaches schedules; student data		Striving Readers Grant
		G: Training for National LDC Coach Certification for instructional coaches; Develop and train LDC lead teachers network; Provide support for trainings and implementation for KLIP	PD sign in sheets, PLC minutes, Instructional coaches schedules; student work samples		Striving Readers Grant \$68,000
		H: Facilitate weekly professional learning communities using systems approach of Plan, Do, Study, Act	PLC minutes, Instructional coaches schedules; student data		

3: Gap

Goal 3: Increase the average combined reading and math proficiency rates for all students in the gap group of elementary students identified as free and reduced from 65.5% to 75.5%; for all students in the gap group of middle school students identified as free-reduced from 68.5% to 78.5%; and for all students in the gap group of high school students with disabilities from 24.8% to 45.0% by 2021.						
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities		In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
			Strategy/ Activity	Timeline	Person Responsible	Funding Source
			1A	10/02/2018 to 09/29/2019	Paula Rickett Dr. Ralph Johnson	No funding
			1B	07/10/2018 to 06/30/2019	Paula Rickett Patrick Bowlin Dr. Ralph Johnson	No funding
			1C	07/10/2018 to 06/30/2019	Paula Rickett	No funding
			1D	07/10/2018 to 06/30/2019	Paula Rickett Meleesha Hooper	McKinney-Vento Grant

Goal 3:
Increase the average combined reading and math proficiency rates for all students in the gap group of elementary students identified as free and reduced from 65.5% to 75.5%; for all students in the gap group of middle school students identified as free-reduced from 68.5% to 78.5%; and for all students in the gap group of high school students with disabilities from 24.8% to 45.0% by 2021.

		2A	09/01/20178 to 06/30/2019	Paula Rickett	No funding
		2B	08/28/2018 to 06/30/2019	Paula Rickett Heather Stewart	Read to Achieve Grant
		2C	08/28/2018 to 06/30/2019	Paula Rickett Kim Creekmore	Math Achievement Fund
		2D	09/04/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	21 st CCLC Grants
		2E	08/28/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	No funding
		2F	08/20/2018 to 06/30/2019	Paula Rickett Dr. Ralph Johnson	IDEA Funds
		2G	9/10/2018 to 6/30/2019	Heather Stewart	Save the Children Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the average combined reading and math proficiency rates for all students in the gap group of students identified as free and reduced: <ul style="list-style-type: none">Elementary students from 65.5% to 68.8% by 2019Middle school students from 68.5% to 72.8% by 2019.	1. Review, Analyze, and Apply Data	A: Analyze K-PREP, MAP, IOWA, 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	RTA schedules, IDEC		\$ 300,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	reports, STAR reports, AR reports, running records, MAP reports		
		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 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st 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
		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		\$0
		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		\$815,230
Increase the average combined reading and math proficiency rates for all students in the gap	1. Review, Analyze, and Apply Data	A: Analyze K-PREP, ACT,CERT, common assessments, and other student achievement data by gap groups to modify instructional practices	District Report Card, Pearson reports, district reports		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
group of high school students with disabilities from 24.8% to 31.5% in 2019.		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 tenth-eleventh grades. These services include Tier 2 intervention for small groups and collaboration and Tier 3 services as one-to-one	teacher schedules, CERT reports, REACH reports		Gear Up \$35,000
		C: Provide math intervention services in small groups or in collaboration with students in tenth-eleventh grades. These services include Tier 2 intervention for small groups and collaboration	Gear Up schedules, REACH reports, CERT reports		Gear Up \$35,000
		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 21 st CCLC to engage parents/guardians in their child's learning and achievement goals	21 st 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
		F: Provide trainings and technical support to school	PD sign in sheets,		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	Technology Resource Teacher schedule, PLC minutes, Aimsweb and Review 360 data, lesson plans		

4: Graduation rate

Goal 4: Increase the graduation rate from 96.6% to 98.0% by 2021 as measured by the 4-year cohort graduation rate.					
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
		Strategy/ Activity	Timeline	Person Responsible	Funding Source
		1A	08/28/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	No funding
		1B	08/28/2018 to 06/30/2019	Paula Rickett	No funding
		2A	08/28/2018 to 06/30/2019	Paula Rickett Principals, Guidance Counselors	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the graduation rate from 96.6% to 97.3% by 2019.	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

5: Growth

Goal 5:
Increase the average combined reading and math growth indicator for elementary students from 16.8 to 22.8 and for middle school students from 14.8 to 20.8 by 2021.

Which **Strategy** will the 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 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	08/28/2018 to 06/30/2019	Paula Rickett	No funding
1B	08/28/2018 to 06/30/2019	Paula Rickett, Dr. Ralph Johnson	No funding
1C	09/10/2018 to 06/30/2019	Paula Rickett Laurel Bowlin	21 st CCLC Grants
1D	08/28/2018 to 06/30/2019	Paula Rickett Heather Stewart	Read to Achieve Grant
1E	08/28/2018 to 06/30/2019	Paula Rickett Kim Creekmore	Math Achievement Fund
2A	10/02/2018 to 09/29/2019	Paula Rickett Dr. Ralph Johnson	No funding
2B	07/10/2018 to 06/30/2019	Paula Rickett Patrick Bowlin Dr. Ralph Johnson	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the average combined reading and math growth indicator for elementary students from 16.8 to 18.8 and for middle school students from 14.8 to 16.8 by 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	21 st CCLC schedules, reports, sign in sheets		\$ 652,500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		leadership through 21st Century Community Learning Centers			
		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

6: Transition Readiness

Goal 6: Increase the percentage of students who are academic, career, and EL ready for elementary students from 83.2 to 93.2; middle school students from 85.0 to 95.0; and high school students from 65.4 to 75.4 by 2021.			
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
		Strategy/Activity	Timeline
		Person Responsible	Funding Source
		1A	08/28/2018 to 06/30/2019
		1B	07/10/2018 to 06/30/2019
		2A	07/10/2018 to 06/30/2019
		2B	07/10/2018 to 06/30/2019
		2C	07/10/2018 to 06/30/2019
		2D	07/10/2018 to 06/30/2019

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percentage of students who are academic, career, and EL ready for elementary students from 83.2 to 86.5 and middle school students from 85.0 to 88.3 by 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, MAP 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	District Report Card, Pearson reports, district reports		\$2,000
Increase the percentage of students who are academic, career, and EL ready for high school students from 65.4 to 68.7 by 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, ACT, KOSSA, AP, CERT 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	District Report Card, Pearson reports,		\$2,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	district reports		

7: Other (optional)

Goal 7 (State your goal):		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

2018-2019 Phase Three: The Superintendent Gap Assurance

Phase Three: The Superintendent Gap Assurance

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

Last Modified: 11/24/2018

Status: Locked

TABLE OF CONTENTS

Gap Target Assurance	3
ATTACHMENT SUMMARY	4

Phase Three: 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) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.

COMMENTS

Please enter your comments below.

Whitley County High School has failed to meet its gap target for two consecutive years.

ATTACHMENTS

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

Whitley County

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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