2020-21 Phase One: Continuous Improvement Diagnostic for Districts

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

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

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Whitley County

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Districts · 2020-21 Phase One: Continuous Improvement Diagnostic for Districts - Generated on 01/12/2021

Whitley County

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

2020-21 Phase One: Continuous Improvement Diagnostic for Districts - 2020-21 Phase One: Continuous Improvement Diagnostic for Districts - Generated on 01/12/2021

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Please enter your name and date below to certify.

Mr. John Siler 08/31/2020

2020-21 Phase One: Continuous Improvement Diagnostic for Districts - 2020-21 Phase One: Continuous Improvement Diagnostic for Districts - Generated on 01/12/2021

Whitley County

cognia   Page 4 of 4

2020-21 Phase Two: The Needs Assessment for Districts

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Table of Contents

2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Phase Two: The Needs Assessment for Districts - Generated on

01/12/2021

Whitley County

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. desired state).

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

The needs assessment provides the framework for **all** districts 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. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district 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. We also share a 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 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 system that produces data about students learning and system effectiveness and uses the results to guide continuous improvement. The data sources that focus on student performance include K-PREP, ACT, Transition Readiness, MAP, CERT, TEDS, common assessments, IOWA Assessment, Brigance data, RTI and progress monitoring data, Individual Learning Plans (ILPs), principal walk-through observations, and district technology surveys. Sources of learning environment data include Impact Kentucky Survey results, principal walkthrough 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 walkthrough 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? *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? What needs from the subgroups do we need to target for support? How do we focus our efforts for those students that are not demonstrating growth? How can we enrich learning for students to encourage growth? *What program areas need support to assist with our whole child approach? *What percent of our students are considered transition ready? What percentage are academic ready? career ready? How should we focus our efforts so students are prepared to succeed in the next stage of their lives? *What career and technical education areas are our students receiving certification? What areas do we need to focus on? What standards do we need to target according to trend data? *What percent of our students are graduating within 4 years? 5 years? What do the trends indicate? Are there barriers we need to identify and remove to increase the graduation rate of these students? *What improvements do we need to make in regards to Educating All Students; Feedback and Coaching; Managing Student Behavior; Professional Learning; Resources; School Climate; School Leadership; and Staff-Leadership Relationships. In addition to answering 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 if 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 Superintendent and Deputy Superintendent, the Whitley County Schools 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, both on-site assistance and virtual assistance and support to all schools as well as maintain curriculum resources and highlight best practices in reading and writing, math, science, and social studies. Reports from curriculum, assessment, and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, STAR, Math, 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 with the Plan, Do, Study, Act Protocol. Principals will present data results, improvement plans, delivery targets, and next steps to their School Based Decision Making (SBDM) Councils. Additionally, principals will present this information to 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. Regular monitoring and support is provided through the district leadership team. With the onset of the COVID pandemic, many of our meetings have taken place virtually using the Zoom platform. Teachers have utilized the Zoom and Google Classroom platforms for teaching and learning with their students. Also, due to state testing being waived for the 2019-2020 school year, we will utilize trend forecast data for K-PREP and other data sources as necessary.

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:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

     According to Whitley County's District Report Card for 2018-2019 (the most recent assessment data), our academic state shows that at the elementary level, we were rated 4 stars; at the middle level we were rated 4 stars; and at the high school level, we were rated 2 stars. None of our schools are showing significant gaps in subgroups. At the elementary, our proficiency indicator was 85.5 High which was 15.4 above the state indicator of 70.4 Medium. Our separate academic indicator was 77.5 High which was 12.8 higher than the state indicator of 64.7 Medium. Our growth indicator was 56.8 Medium which was slightly below state indicator of 57.7 Medium. At the middle school level, our proficiency indicator was 87.7 Very High which was 15.4 above the state indicator of 72.3 Medium. Our separate academic indicator was 76.1 High which was slightly above the state indicator of 63.3 Medium. Our growth indicator was 53.0 Medium which was slightly above the state indictor of 52.5 Medium. At the high school level, our proficiency indicator was 55.9 Medium which was 0.9 below the state proficiency indicator of 56.8 Medium. Our separate academic indicator was 66.4 Medium which was slightly higher than the state indicator of 62.0 Medium. Our transition readiness indicator was 61.4 Low which was 5.4 below the state indicator of 66.8 Low. Our graduation indicator was 96.3

High which is 5.2 above the state indicator of 91.1 Low. According to our KASC forecast data for elementary math, our proficiency range for all students is between 66.6 to 69.8 with an average of 68.2 which would be 6.1 higher than the actual percent of 62.1 in 2019. Our students with disabilities are predicted to achieve in the proficiency range of 69.5 to 90.7 with an average of 80.1 which would be 9.0 higher than the actual percentage of 71.1 in 2019. In elementary reading, our students are predicted to achieve in the proficiency range of 72.7 to 75.7 with an average of 74.2 which is 5.7 higher than the actual percentage of 68.5 in 2019. Our students with disabilities are predicted to achieve in the proficiency range of 79.9 to 96.4 with an average of 88.1 which is 9.6 higher than the actual percentage of 78.5 in 2019. In elementary social studies, our students are forecasted to achieve in the proficiency range of 64.4 to 74.4 with an average of 69.4 which is 0.2 higher than the actual percentage of 69.2 in 2019. In elementary writing, our students are predicted to achieve in the proficiency range of 61.5 to 82.9 with an average of 72.2 which is 18.0 higher than the actual percentage of 54.2 in 2019. At the middle school level, our students are forecasted in math to achieve in the proficiency range of 69.0 to 72.8 with an average of 8.6 higher than the actual percentage of 62.3 in 2019. Our students with disabilities are predicted to achieve in the proficiency range of 61.2 to 93.5 with an average of 77.3 which is 7.1 higher than the actual percentage of 70.2 in 2019. In reading, our middle school students are forecasted to achieve in the proficiency range of 82.6 to 100.0 with an average of 91.7 which is 14.8 higher than the actual percentage of 76.9 in 2019. In social studies, our middle school students are predicted to achieve in the proficiency range of 82.1 to 85.1 with an average of 83.6 which is 6.2 higher than the actual percentage of 77.4 in 2019. In writing, our middle school students are forecasted to achieve in the proficiency range of 21.6 to 66.1 with an average of 43.9 which is 7.7 higher than the actual percentage of 36.2 in 2019. At the high school level, our students are forecasted in math to achieve in the proficiency range of 33.1 to 45.7 with an average of 39.4 which is 1.8 higher than the actual percentage of 37.6 in 2019. Our students with disabilities are predicted to achieve in the proficiency range of 16.2 to 30.8 with an average of 23.5 which is 3.0 lower than the actual percentage of 26.5 in 2019. In reading, our high school students are forecasted to achieve in the proficiency range of 14.1 to 46.0 with an average of 30.0 which is 0.2 lower than the actual percentage of 39.2 in 2019. Our students with disabilities are predicted to achieve in the proficiency range of 8.1 to 22.0 with an average of 15.1 which is 2.1 lower than the actual percentage of 17.2 in 2019. In writing, our students are predicted to achieve in the proficiency range of 69.1 to 100.0 with an average of 88.6 which is 24.7 higher than the actual percentage of 63.9 in 2019. Our 2019-2020 School Report Card reports that 0.7% of students were retained in grades 4-12 and our dropout rate was 0.3%. Data also shows that 0% of our students are taught by out of field teachers. The School Report Card also reported the results of the kindergarten screen that has 5

domains. The academic/cognitive domain data reported that 64.9% of students are scored below average with 35.1% scoring average or above. The language development domain data showed that 21.6% of students scored below average with 78.4% scoring average or above. In the physical development domain, 46.6% of students scored below average while 53.4% scored average or above. The self-help domain showed that 59.1% of students scored below average while 41.0% scored average or above. In the social emotional domain, 25.9% of students scored below average while 74.1% scored average or above. The School Report Card also reported that 54.0% of students in advanced placement classes had a qualifying score and 64.9% of students in dual credit courses had a qualifying score. Our graduation rate for our 4-year cohort was 95.3%.

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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

Based on the most current assessment data from the 2018-2019 School Report Card, one area of concern for the Whitley County School District was growth at both the elementary and middle school levels. At the elementary level, we were falling 0.2 behind the state in growth. We had approximately 30% of our students who are showing no growth in reading or math. Our students with disabilities who are behind their grade level peers were showing that about 30% were demonstrating no growth in reading and math. Our middle school students were falling about 4.1 behind the state in growth. We had approximately 30% of students that showed no growth in reading while about 40% showed no growth in math. Another area of great concern was writing at every level. At the elementary level, we showed a decrease of 2.3% in proficient/distinguished scores and increase of 7.5% of students who scored novice. At the middle school level, we demonstrated a 25.0% decrease in students scoring proficient/distinguished. The largest percentage of students, 53.1%, scored at the apprentice level in writing. At the high school level, we showed a 7.9% decrease in the percentage of students scoring proficient/distinguished while the percentage of students scoring novice (0.2%) and apprentice (7.7%) increased. Another area of concern was science at every level. 48.9% of elementary students, 49.3% of middle school students, and 50.6% of high school students are scoring at the apprentice level which indicates that we need to increase the rigor of the science instruction and implementation of the standards in our classrooms. At the elementary level, 53.4% of males scored proficient/distinguished compared to 37.3% of females. At the high school level, students demonstrated a large gap in science between the percentage of students classified as economically disadvantaged and those that are not. 24.6% of economically disadvantaged students scored proficient/distinguished while the non-economically disadvantaged students had 45.7% who scored proficient/distinguished – a difference of 21.2%. The Whitley County School District is also concerned with the achievement gap. At the elementary level, our males are considerably outscoring the females in every subject area beside writing. We had a large percentage of males, 14.5%, scoring novice in writing. At the middle school level, we showed a large gap between those students who are economically disadvantaged versus those that are not. The largest

difference is in math with 56.1% of the economically disadvantaged students in 7th grade scoring proficient/distinguished which is 16.5% below their non-economically disadvantaged peers; 45.8% of 8th grade students classified as economically disadvantaged scored 27.4% below their non-economically disadvantaged peers. At the high school level, we showed a large gap in every subject area between those students who are economically disadvantaged versus those that are not. In reading, 32.5% of the economically disadvantaged students scored proficient/distinguished as compared to 68.1% of the non-economically disadvantaged. In math, 32.5% of students scored proficient/distinguished as compared to 60.9%; in science, 24.6% scored proficient/distinguished as compared to 45.7%; and in writing, 57.6% of students scored proficient/distinguished as compared to 91.3% of their non-economically disadvantaged peers. At the high school level, we are also concerned that the percentage of gifted and talented students scored proficient/distinguished in math and science was low. Only 76.0% of gifted and talented students are scoring proficient/distinguished in math while only 56.5% scored proficient/distinguished in science. In fact, the percentage of gifted and talented students that scored proficient/distinguished is only 4.7% more than those students who are not identified as gifted and talented in science. Also, at the high school level, we are concerned with the percentage of students who were considered transition ready. The percentage of those students identified as academic ready fell by 7.7% from the previous year, and the percentage of students identified as career-ready decreased by 15.6%. We had a low percentage of students with disabilities, 40.5%, who are transition ready. Under the Perkins Grant, we only met 25% of our goals. We did not meet the goals with graduation rate, school completion, technical skill attainment, math attainment, reading attainment, and non-traditional completion. Another focus was on improving the ACT composite score as well as subject area scores. We were concerned with proficiency in both reading and math at the high school. Data indicated that 60% of students in reading and 62.4% of students in math did not reach proficiency. In the separate academic indicator, the data indicated that 71.5% of our students did not reach proficiency in science. Additionally, the Whitley County School District was concerned with chronic absenteeism. 16.8% of Kentucky students are chronically absent which means that they have missed 10% or more of his/her academic year. As of the first of November 2019, the average chronic absenteeism for our elementary schools is 16.32% with two elementary schools exceeding the state average. 20.27% of middle school students, 31.14% of high school students, and 41.30% of our alternative school students were identified as chronically absent. Due to the pandemic at the end of the 2019-2020 school year and continuing through the 2020-2021 school year, one of the greatest concerns for our students in the Whitley County School District is their loss of learning. While we deem in-person learning is the most effective method in engaging students, our teachers have been utilizing various modes of virtual learning through Zoom and

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Phase Two: The Needs Assessment for Districts - Generated on 01/12/2021

Whitley County

Google Classroom. Students who do not have access to the internet are receiving instruction through jump drives and/or paper packets. Input from our teachers indicated that they need training and additional supports with Google Classroom and Zoom, our chosen remote learning platform; delivering instruction remotely; and assistance with technology tools including instructional assistance and troubleshooting for students. Another area of great concern is the mental health of our students and staff during this time. To help combat this concern, we require our staff to report to their school work site. We have also begun providing targeted in-person instruction to small groups of students while maintaining the Center for Disease and Control (CDC) and our local health department guidelines.

Trends

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

The Whitley County School District compared the last two academic years where the data is available and the accountability system is most similar. At the elementary level, the percentage of students scoring proficient/distinguished in reading has declined from 71.4% to 68.5%, a decrease of 2.9%. The percentage of our middle school students who scored proficient/distinguished in reading has increased in 7th grade by 2.4%, but decreased by 2.8% in 8th grade. The percentage of high school students who scored proficient/distinguished in reading declined from 42.1% to 39.2%, a decrease of 2.9% while the percentage of novice increased by 4.4%. At the elementary level, the percentage of students that scored proficient/distinguished in math declined from 64.8% to 62.1%, a decrease of 2.7%. The percentage of our middle school students who scored proficient/distinguished in math slightly increased in 7th grade by 1.1%, but decreased by 8.2% in 8th grade while the percentage of novice increased by 4.1%. The percentage of high school students that scored proficient/distinguished in math increased from 33.1% to 37.6%, an increase of 4.5%. However, the percentage of high school students scoring novice in math increased by 5.1%. Science remains a significant area for improvement even though the percentage of students that scored proficient/distinguished increased at every level: elementary - +0.3%; middle - +13.3%; and high - +2.8%. The majority of the students scored at the apprentice level which indicates that we need to increase the rigor of our instruction and assessment in science. Transition Readiness is also a significant area for improvement. In 2017-18, the transition readiness increased 10.8 from the previous year to 63.2. However, the rate decreased to 62.7 in 2018-19. The percentages for both academic and career readiness declined. The rate of transition readiness for females was 52.4 which was 20.6 below the transition readiness rate of 73.0 for males.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Phase Two: The Needs Assessment for Districts - Generated on 01/12/2021

Whitley County

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 assessments 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 notebooks within data tracking systems in order to drill down to individual students. Our normal district calendar reflects a professional development 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 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.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

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. Our teachers have developed a growth mindset that has translated to improvements in instructional practice. The continuous incorporation of Professional Learning Communities (PLCs) has enabled us to focus on student learning, collaboration, and data driven instruction. Our entire staff is working relentlessly and devoting their time to the health and well-being of our students during this pandemic period of virtual learning. Some examples include: lunchroom staff preparing meals for delivery; bus drivers and monitors delivering food; janitors and maintenance staff cleaning the buildings, common areas, classrooms, etc.; teachers and instructional assistants collaborating together to deliver instruction, engage students in learning, answer questions from students and parents, meeting with parents via zoom after school hours, etc; intervention teachers and special education teachers providing targeted instruction to students; office staff contacting students and parents, keeping accurate participation records, answering questions, etc.; principals leading their staff during this pandemic time and finding solutions to unprecedented issues; Family Resource staff contacting students and parents, obtaining needed resources, and checking in with families; Save the Children, one of our partners, delivering meals directly to student homes and providing needed resources; and instructional coaches developing instructional packets for those elementary students who do not have access to internet and collaborating with teachers about instructional practice. In the school year 2018-2019, our data showed that at the elementary level, our strength was in proficiency and separate academic indicator as the district received 4 stars and earned a rating of high. We reduced the number of students scoring novice in reading, math, science, and social studies. The middle school level received 4 stars and a rating of very high in proficiency and high in separate academic. The percentage of students scoring novice is in single digits in reading, math, science, and social studies. At the high school level, the district received 3 stars and received a rating of high for graduation rate. Also at this level, less than 10% of students are scoring novice in writing. The variety and scope of course offerings have expanded greatly with continuation of trimester scheduling. We focused on the alignment and sequence of pathways offered through Career and Technical Education (CTE) programs. The number of these pathways have increased as two health science classes, engineering, and

2020-24 Phase Two: The Needs Assessment for Districts - 2020-24 Phase Two: The Needs Assessment for Districts - Generated on 01/12/2021

Whitley County

educational courses have been added. Our district has greatly benefited from the Striving Readers Comprehension Literacy Grant and have implemented resources district-wide such as Wordly Wise, Scholastic Magazines, No Red Ink, Reading Plus, Generation Genius as well as an abundance of classroom novel sets, library books, and leveled readers. As a district, we have increased student exposure to technology and virtual engagement through the use of chrome books in our 1 to 1 initiative.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Phase Two: The Needs Assessment for Districts - Generated on
01/12/2021

Whitley County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: District Assurances

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Table of Contents

2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the 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. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- **Yes**
- o No
- o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: District School Safety Report

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2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

Table of Contents

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

2020-21 Phase Two: District School Safety Report

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

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.

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

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) in the comment box.

Yes. Board Policy 5.4.

2. Has each school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

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 in the comment box.

Yes

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 in the comment box.

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

Yes

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 in the comment box.

Yes

6. Was each school's emergency plan reviewed following the end of the <u>prior</u> 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 in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .

Yes. Whitley East Elementary 6-9-2020 Whitley Central Primary 8-31-2020 Whitley Central Intermediate 7-27-2020 Oak Grove Elementary 7-6-2020 Whitley North Elementary 9-15-2020 Boston Elementary School 7-2020 Pleasant View 7-2020 Whitley County Middle School 8-11-2020 Whitley County High School 8-6-2020

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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 in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes, 8-11-2020

8. During the first 30 instructional days of the <u>current</u> 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(5)?

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

Yes, Once returned from NTI instruction due to COVID.

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

9. During the month of January during the <u>prior</u> 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(5)?

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

Yes

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes

2020-21 Phase Two: District School Safety Report - 2020-21 Phase Two: District School Safety Report - Generated on 01/12/2021

Whitley County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Districts

2020-21 Phase Three: Professional Development Plan for Districts

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

Generated on 01/12/2021

Whitley County

Table of Contents

2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

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 to function as productive citizens in the community. The Whitley County School District is committed to providing a safe, supportive environment to meet the 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 with a learning experience in which all students achieve proficiency.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process

through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

The most critical areas for improvement identified in the completed needs assessments include (1) Virtual/remote learning which includes the learning platforms, instruction, and technology tools, and (2) closing the achievement gap with economically disadvantaged students.

3. How do the identified **top two priorities** for professional development relate to district goals?

Our Comprehensive District Improvement Plan (CDIP) addresses our top two priorities for professional development as part of our district goals. Under the Proficiency goal, remote/virtual learning is listed as activities as it relates to the strategies of designing and deploying standards and designing and delivering instruction. Remote/virtual learning is also listed as activities under the Separate Academic Indicator goal as it relates to the strategy of designing, aligning, and delivering support as well as the Achievement Gap goal as it relates to the strategy of designing, aligning, and delivering instruction. Our second priority of closing the achievement gap with economically disadvantaged students is addressed throughout the Achievement Gap goal within the strategies of designing, aligning, and delivering instruction and establishing the learning culture and environment.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Teachers will receive training and support for the district learning platforms: Google Classroom and Zoom 2. Teachers will implement distance learning strategies and utilize programs such as Edpuzzle, Flipgrid, Screencastify, Jamboard, Prodigy, Google Forms, and Edgenuity. 3. Teachers will learn how to troubleshoot simple student issues with the learning platforms: Zoom and Google Classroom.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teacher practice will be improved and enhanced through professional learning focused on remote/virtual instruction and strategies, district learning platforms -

Zoom and Google Classroom, and technology programs. Effective teacher practice will result in improved student achievement and success.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

One indicator of success for teachers may include the level of attainment of professional growth goals in the area of remote/virtual learning as indicated in teachers' individual growth plans. Another indicator of success involves teacher evaluation. Teachers will earn a rating of advanced or accomplished for their evaluation of the following: Planning: 1D - Demonstrating Knowledge of Resources and 1E - Designing Coherent Instruction; Environment: 2B - Establishing a Culture of Learning; Instruction: 3A - Communicating with Students, 3B - Questioning and Discussion Technique, 3C - Engaging Students in Learning, 3D - Using Assessment in Instruction, and 3E Demonstrating Flexibility and Responsiveness; and Professionalism: 4E - Growing and Developing Professionally. For students, the indicators of success will include proficiency levels on STAR, MAP, CERT, IOWA, K-PREP, Math Design Collaborative (MDC) tasks, Literacy Design Collaborative (LDC) module assignments, Science Through Course Tasks (TCTs), and district summative assessments.

4d. Who is the targeted audience for the professional development?

The targeted audience for professional development includes teachers, instructional staff, district instructional coaches, and administrators.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, instructional staff, district instructional coaches, principals, and students will be impacted by professional development focused on remote/virtual learning.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support professional development include student and teacher Chromebooks, technology staff, teacher leaders, and on-going support with district instructional coaches.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Phase Three: Professional Development Plan for Districts

Generated on 01/12/2021

Whitley County

Ongoing supports for the implementation of professional learning for remote/virtual learning include coaching provided by district instructional coaches and through professional learning communities.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional development will be monitored by principals for evidence of implementation through work samples, common assessments, data from STAR and MAP, and classroom observations/walkthroughs. This monitoring will be discussed weekly during PLCs and as assessment data becomes available.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Teachers will be provided sensitivity training focused on teaching students of poverty (economically disadvantaged students). 2. Teachers will implement instructional strategies including building vocabulary, using mental models, using rubrics for student self-evaluation, engaging students, and relating content to careers.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teacher practice will be improved and enhanced through professional learning focused on teaching students of poverty. Effective teacher practice will result in improved student achievement and success.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success include improving the proficiency rate in all subjects for economically disadvantaged students. The achievement gap between non-economically disadvantaged and economically disadvantaged students will be greatly reduced.

5d. Who is the targeted audience for the professional development?

The targeted audience for professional development focused on closing the achievement gap for economically disadvantaged students includes teachers, instructional assistants, and administrators.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, instructional assistants, district instructional coaches, principals, and students will be impacted by professional development focused on closing the achievement gap for economically disadvantaged students.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources needed to support professional development include sensitivity training for teaching students of poverty and training for specific instructional strategies for teaching economically disadvantaged students.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports for the implementation of professional learning for closing the achievement gap for economically disadvantaged students include coaching provided by district instructional coaches and through professional learning communities.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional development will be monitored by principals for evidence of implementation through work samples, common assessments, data from STAR and MAP, and classroom observations/walkthroughs. This monitoring will be discussed weekly during PLCs and as assessment data becomes available.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Phase Three: Professional Development Plan for Districts

Generated on 01/12/2021

Whitley County

N/A

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Phase Three: Professional Development Plan for Districts

Generated on 01/12/2021

Whitley County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive District Improvement Plan

2020-2021 Phase Three: Comprehensive District Improvement Plan

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

2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Phase Three: Comprehensive District Improvement
Plan - Generated on 01/12/2021

Whitley County

Table of Contents

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2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Phase Three: Comprehensive District Improvement Plan - Generated on 01/12/2021

Whitley County

2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate

2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Phase Three: Comprehensive District Improvement Plan - Generated on 01/12/2021

Whitley County

of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

    . a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

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

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 opportunity.

2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Phase Three: Comprehensive District Improvement
Plan - Generated on 01/12/2021

Whitley County

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Whitley County Schools Comprehensive Improvement Plan 2020-21		•

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 65.3% to 70.0% in 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the overall reading and math proficiency ratings for all students from 65.3% to 70.0% by 2022.	1. Design and Deploy Standards	**A**. Students will use Study Island, Reading Eggs, Edgenuity and Myon to work grade level content specific targeted areas based on MAP data.	STAR and MAP Reports	8/2020-5/2021	Instructional
		B. Students receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, STAR, IOWA, KPREP and summative assessment data	8/2020-5/2021	No funding required
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 5 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2020-5/2021	21st Century
		D. Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction.	MAP Reports, formative and summative assessments, KPREP data	8/2020-5/2021	Striving Readers Grant
		E. In person/remote learning – During the pandemic, student instruction will be conducted via virtual on a school provided chrome book, paper NTI packet, jump drive, targeted	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2020-5/2021	No funding required

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 65.3% to 70.0% in 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		group instruction, hybrid A/B schedule, and traditional in person instruction.			
		F. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2020-5/2021	No Funding required
	2. Review, Analyze and Apply Data	**A.** Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance.	IOWA, KPREP data and PLC minutes	8/2020-5/2021	No funding required
		B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress	STAR, MAP, IOWA, KPREP, Brigance and summative assessment data	8/2020-5/2021	No funding required

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022; in social studies from 69.2% in 2019% to 76% by 2022; and in writing 54.2% in 2019 to 60.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022	1. Design, Align and Deliver Support	A. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year to work with fifth grade students and teachers to help increase writing scores.	Writing scrimmage results, Writing KPREP data	8/2020-5/2021	No funding required
Increase the percentage of students scoring proficient/distinguished in social studies from 69.2% in 2019% to 76% by 2022 Increase the percentage of students scoring proficient/distinguished in writing from 54.2% in 2019 to 60.4% by 2022.		B. Teachers will implement Social Studies & Science LDC teaching tasks. The LDC allows teachers to infuse their existing curricula with literacy instruction, translating their discipline-specific content into CCRS alignment to enhance student learning in social studies and science.	LDC coding tasks and Social Studies KPREP data	8/2020-5/2021	Striving Readers
		Teachers will implement ReadWorks resources to teach the concepts of reading comprehension to students in social studies. Units have been designed around popular read aloud books for K-4 and novels for grades 5-6. Lessons are in the I-We-You format and aligned to common core and all the state standards as well as five widely used reading programs to enhance student learning in social studies.	Formative and summative assessment, Social Studies KPREP data	8/2020-5/2021	No funding required
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KPREP data	8/2020-5/2021	Instructional Funds
		E. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Zane-Blouser Handwriting 2nd/3rd grade) to enhance reading and math instruction	Writing scrimmage results, Writing KPREP data	8/2020-5/2021	Striving Readers

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022; in social studies from 69.2% in 2019% to 76% by 2022; and in writing 54.2% in 2019 to 60.4% by 2022.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		F. Science and social studies lessons taught with fidelity in grades 3-6. Teachers will implement social studies and science resources such as IXL and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.	Formative and summative ssessments, monitoring of weekly science and social studies lessons and experiments and KPREP data	8/2020-5/2021	No Funding Required
		G. In person/remote learning – During the pandemic, student instruction will be conducted via virtual on a school provided chrome book, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2020-5/2021	No Funding required
		H. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, IOWA, KPREP, and summative assessment data	8/2020-5/2021	No Funding required
	2. Review, Analyze and Apply Data	**A.** After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, Reading Eggs, Edgenuity, Myon, Readworks	Individualized progress reports from Study Island, Reading Eggs, Myon, and Edgenuity	8/2020-5/2021	No funding required
		B. Teachers and SBDM council will review student performance data to	SBDM minutes, PLC minutes, individual	8/2020-5/2021	No funding required

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2022; in social studies from 69.2% in 2019% to 76% by 2022; and in writing 54.2% in 2019 to 60.4% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	learning plans, assessment data		
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations	IC Reports	8/2020-5/2021	McKinney Veto

Goal 3:	Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 62.5% in 2019 to 67.55% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.5% in 2019 to 67.55% in 2022 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Edgenuity, Reading Eggs, Myon and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2020-5/2021	No funding required
		B. Each day Kindergarten through 2nd grade students will complete daily oral language practice.	MAP, KPREP, Benchmark data, summative assessment data	8/2020-5/2021	No funding required
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2020-5/2021	
		D. MIT and Reading Recovery Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.		8/2020-5/2021	
		E. Collaborate, co-teach and support with reading and math instructional strategies, intervention strategies,	PLC minutes, lesson plans, individual learning plans, assessment data	8/2020-5/2021	

		formative assessment strategies, etc. based on the need of the students			

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the gap group (economically disadvantaged) from 62.4% in 2019 to 67.5% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 62.4% in 2019 to 67.5% in 2022 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Edgenuity , Reading Eggs, Myon and other math/reading computer applications and programs	MAP, KPREP, Benchmark data, summative assessment data	8/2020-5/2021	Instructional Funding
		B. Each day Kindergarten through 2nd grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2020-5/2021	No funding
		C.Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2020-5/2021	No funding
		D.MIT and Reading Recovery Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP, IOWA, & KPREP data	8/2020-5/2021	Save the Children 21st Century RTA MAF
		E. Collaborate, co-teach and support instruction effective reading and math	PLC minutes, formative assessment data	8/2020-5/2021	No Funding

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the gap group (economically disadvantaged) from 62.4% in 2019 to 67.5% in 2022.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional strategies including building vocabulary, using mental models, using rubrics for student self-evaluation, engaging students and relating content to careers. Provide intervention strategies, formative assessment strategies, etc. based on the need of the students.			
		F. In person/remote learning – During the pandemic, instruction will be conducted via virtual on a school provided chromebook, paper NTI packet, jump drive, targeted group instruction, hybrid A/B schedule, and traditional in person instruction.	STAR, MAP,IOWA, KPREP, and summative assessment data	8/2020-5/2021	No Funding Required
		G. In person/remote learning – Teachers will implement distance learning strategies for their classrooms on 1:1 Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity.	STAR, MAP,IOWA, KPREP, and summative assessment data	8/2020-5/2021	No Funding Required
	2. Review, Analyze and Apply Data	**A.** After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, Reading Eggs, Myon, Readworks	Individualized progress reports from Study Island, Reading Eggs, Myon	8/2020-5/2021	Instructional
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and	SBDM minutes, PLC minutes, individual	8/2020-5/2021	No funding

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the gap group (economically disadvantaged) from 62.4% in 2019 to 67.5% in 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	learning plans, assessment data		
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports	8/2020-5/2021	No funding
	3. Establishing Learning Culture and Environment	**A.** Provide teachers with sensitivity training focused on teaching students of poverty	PLC minutes, assessment data	8/2020-5/2021	No funding
		B. Engage parents in the learning process and support parents through skill-building activities.	Assessment data, parent meeting sign in sheets, PLC notes	8/2020-5/2021	No funding

5: Transition Readiness

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: To increase the percentage of students who are academic ready from 31.9 to 48.4 by June 30, 2023.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce essential workplace skills.	CTE-EOP Reports	8/2020-5/2021	No funding
		B: In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door	8/2020-5/2021	No funding
		C: During "College Application Week," all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports	8/2020-5/2021	No funding
		D: Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data	8/2020-5/2021	No funding
	2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans	8/2020-5/2021	No funding
	3. Establishing Learning Culture and Environment	A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always have the incoming freshman students for their first year. Then when they become a sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e. graduation	Graduation Rate	8/2020-5/2021	No funding

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		requirements, transcripts, and general "advising") and daily for routine information sharing/communication.			
		B: The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	AmeriCorp Reports	8/2020-5/2021	AmeriCorp
		C: Gear-Up Program will provide our junior and senior students with opportunities to explore various careers and colleges while LinkCrew will provide mentoring of freshman and sophomore students with junior and senior mentors.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports, LinkCrew Reports	8/2020-5/2021	Gear Up
	4. Design and Deliver Assessment Literacy	A: Junior level math teachers will provide students access to ACT prep programs	Lesson Plans	8/2020-5/2021	No funding
	5. Design and Deploy Standards	A: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps	8/2020-5/2021	No funding
Objective 2 To increase the percentage of students who are career ready from 62.7 to 81.4 by June 30, 2023.	1. Design, Align, and Deliver Support	A: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessment and completion of pathway.	Advisory Committee Minutes	8/2020-5/2021	
		B: CTE teachers will publicize articulated credits for pathways and CTE End-of Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports	8/2020-5/2021	
	2. Design and Deliver Instruction	A: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins funds may cover the cost of the CTE teacher/advisor only.)	Field Trip Requests and Field Trip Student Lists	8/2020-5/2021	Perkins

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: Counselors will guide all 9th grade students to a career pathway based on their ILP.	Registration Documents	8/2020-5/2021	
	3. Establishing Learning Culture and Environment	A: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills attainment).	Finance Reports	8/2020-5/2021	Perkins
	4. Design and Deliver Assessment Literacy	A: CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports	8/2020-5/2021	No funding
		B: CTE teachers will utilize questioning techniques similar to those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions	Classroom Assessments, CTE End-of-Program Assessment Reports	8/2020-5/2021	No funding
	5. Design and Deploy Standards	A: CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as, career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans	8/2020-5/2021	No funding
		B: When opportunities arise, teachers will be encouraged to participate in state-level development and programs of study revision, course alignment, pathway development/revision, and standards development/revision.	Travel Authorization Requests	8/2020-5/2021	No funding
	6. Review, Analyze, and Apply Data	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students	Co-op Visit Reports	8/2020-5/2021	No funding

Goal 5: We will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7% in 2019 to 81.4% by 2023					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.			

Goal 6: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the graduation rate for all students from 96 to 96.4 by June 30, 2021.	1. Design, Align and Deliver Support	A: Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Enrollment Data, Sign-in Sheets	8/2020-5/2021	No funding required
		B: YSC Coordinator will make home visits to any at-risk student by referral	Record of Referral, Record of Home Visits	8/2020-5/2021	No funding required
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	8/2020-5/2021	No funding required
		B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Virtual High School, Early Graduation, or Hardship Graduation options.	Graduation Checklist, Transcripts, A & A Folders	8/2020-5/2021	No funding required
	3. Establishing Learning Culture and Environment	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule	8/2020-5/2021	No funding required
	4. Review, Analyze and Apply Data	A: Data from the Transition Readiness Calculator will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available	Persistence to Graduation Reports	8/2020-5/2021	No funding required

Goal 6: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		resources at community, district, state and national levels.			

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.   **Response:**

2020-21 Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

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

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Phase Three: Executive Summary for Districts - Generated on
01/12/2021

Whitley County

Table of Contents

2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the 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% white, 0.9% black, 0.3% Indian, 0.4% Asian, 1.4% Hispanic/Latino, and 1.3% are identified as two races or more. The county has a population of approximately 36,264 people. According to the U.S. Census Bureau, 25.7% of the population live below the poverty level. According to the Bureau of Labor and Statistics, the September 2020 unemployment rate was 5.8%. Whitley County's median household income is $36,897, far below the state average of $48,392. There is also 79.7% of the county's population that are high school graduates or higher. According to the 2019 -2020 Qualifying Data Report, 100% of Whitley County's students receive free or reduces 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, one alternative, and one virtual school. Our district also houses an Adult Education Center that provides service to community members including parents of our students. Our district has contracted with the Cumberland River Behavioral Health so that counselors can be housed within certain schools that services 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 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 25 - mile radius. The Whitley County School District had a 2019.-2020 enrollment of 4659 with 51.26% males and 48.74% females attending K - 12. 23.78% of the district's population is identified as students with disabilities; 12.08% of our

students are identified as Gifted and Talented. We have a small population (0.32%) of English Language Learners. We have 284 full time teachers. The average teaching experience is 13.8 years and we also have 2.8% of our teachers who are Nationally Board Certified Teachers. The Whitley County School System employees three 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 mush show identification at each pick-up event, even the parent/guardian. All classrooms, gyms, and labs have telephone access. 100% 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 then radio ahead to the appropriate school so the school staff is aware that they will be getting a visitor.

. 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 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 Reading and Writing 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 gifted and talented workshops to elementary students 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 Early Steps to Schools Success, GEAR UP Mentoring and Tutoring, College and Career Readiness in math, Reading Intervention at the high school, 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 on campus. These courses include administrative support, allied health, agriculture power, structural and technical systems, business and marketing education, business multimedia, culinary marketing, web development administration, and engineering. Athletic programs include baseball, basketball, softball, fishing, cheerleading, cross country, football, golf, soccer, tennis, track and field, trap and skeet shooting, archery, volleyball, wrestling, and eSports. 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, Math 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. All schools in the district have implemented professional learning communities (either in person or by Zoom) 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 students 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 student 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 a learning experience in which all students achieve proficiency.

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

The technology to student ratio is 1 to 1 for all students in grades K - 12. All teachers have also been provided with a Chromebook and a paid Zoom account in which they can hold Zoom sessions with their classes and also record those sessions for students and parents to watch. All classrooms are equipped with Interactive boards and projectors. Our Chief Information Office is an Apple Certified Support Professional and Apple Certified Technical Coordinator. 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 is in the third year of the Striving Readers Comprehensive Literacy Grant 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 4th year of the 4 year grant which has been extended to a 5 year grant due to Covid 19. 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 (Reading and Math), After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community Engagement, and Kindergarten Readiness. Six of our schools receive 21st Century Community

Learning Center grants which provides 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 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 in 12th grade. 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 KAS Implementation Grant which focuses on the Kentucky Academic Standards implementation. We also received the Cops School Violence Prevention Program Grant. The Whitley County School District also partners with Berea College and Partners for Education in the Rural Accelerator Initiative through Partners for Education, Save the Children, Strive Together, and the Annie Casey Foundation which is focusing on kindergarten readiness. The Whitley County School District is also partnering with the Whitley County Sherriff's Office in a school safety grant. The district improvement committees consist of Site Based Decision Making Councils (SBDM), curriculum planning committees, LDC Teacher Leader Cohort, AIMSweb Plus, Review 360, Study Island school leaders, and school professional learning communities. The district provides systemic teacher evaluations for professional growth. Sixth grade transition activities occur as collaboration between our elementary schools and our middle school take place. Technology continues to be developed and updated to meet the district's teaching and learning needs.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

. 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. The 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

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Phase Three: Executive Summary for Districts - Generated on 01/12/2021

Whitley County

coordinate and facilitate reading and math nights, involving parents and community members in academic activities. Two of the instructional coaches are LDC certified. One of the instructional coaches currently serves on the 21st Century Community Learning Center State Advisory Board. Two of the instructional coaches are currently participating in Results Based Facilitation training. 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. The district instructional coaches provide trainings for new teachers. Whitley County also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County McKinney-Vento 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 school district provides free breakfast and lunch to all students. The Whitley County School District Public Relations Department keeps the community informed about school news and programs. All of the preschool centers in the Whitley County School District received 5 stars in the KY all STAR rating system. Whitley County High School seniors received over $385,000 in one year scholarships and over $1.1 million in 4 year scholarships. Two WCHS students are attending the Gatton Academy STEM school. Our ROTC unit has been recognized as "Honor with Distinction" since 1993. We have had 54 students selected as Governor's Scholars over the last 11 years. The WCHS National Honor Society has over 350 historical members. The high school also earned Elite Top 50 FACS Program for the sixth year in a row. The WCHS Future Farmers of America earned a variety of awards including: Ag. Mechanics placed 1st in the region and the state, the Meat Evaluation team placed 3rd in the state, 2 FFA students were awarded the FFA Degree which is given to less than 1% of the students nationwide, this is the highest degree FFA gives out. One FFA student received Bronze Rating National Level for her Nursery Operations Proficiency.

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Phase Three: Executive Summary for Districts - Generated on 01/12/2021

Whitley County

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: The Superintendent Gap Assurance

2020-21 Phase Three: The Superintendent Gap Assurance

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

Table of Contents

2020-21 Phase Three: The Superintendent Gap Assurance - 2020-21 Phase Three: The Superintendent Gap Assurance - Generated on 01/12/2021

Whitley County

2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

● **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

o Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.