



## 2021-22 Phase One: Continuous Improvement Diagnostic for Districts

2021-22 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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## 2021-22 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 2021-22 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)
- English Learner Plan for Districts (Lau Plan) (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. I also assure that***

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***the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

John L. Siler, September 21, 2021



## 2021-22 Phase Two: The Needs Assessment for Districts

2021-22 Phase Two: The Needs Assessment for Districts

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

01/13/2022

Whitley County

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## **2021-22 Phase Two: The Needs Assessment for Districts**

### **Understanding Continuous Improvement: The Needs Assessment for Districts**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Whitley County School District developed the needs assessments 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 AdvanceED Performance Standards: leadership capacity,

learning capacity, and resource capacity. These standards describe conditions that are necessary to support organizational effectiveness and improve student performance. The capacity of leadership ensures progress toward objectives and includes fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership, the 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 which includes 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 Kentucky Summative Assessment, ACT, Post-secondary 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 walk-through observations, professional growth plans, professional development surveys, Family Resource/Youth Service Center data, and Parents as Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and finance. The district planning team meets frequently to analyze and discuss assessment data and concentrates on the following questions: \*In what subject area 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, 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 from district assessments to state assessments? What needs from the subgroups do we need to target for support? How do we focus our efforts on those students who are not demonstrating growth? How do 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 college and/or career ready? What percentage are academic ready? What percentage are 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



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focus on? What standards do we need to target according to trend data? \*What percent of our students are graduating within 4 years? Within 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 the 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 (as needed) and support to all schools as well as maintain curriculum resources and highlight best practices in reading and writing,

math, science, and social studies. Report from curriculum, assessments, and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, Amira, STAR Reading and Math, STAR Early Literacy, 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 a common practice through implementation and impact checks as they are part of the SBDM agendas. Regular monitoring and support are provided through the district leadership team. Following pandemic protocol, some meetings have taken place virtually using the Zoom platform. Teachers have continued to utilize the Google Classroom platform for teaching and learning with their students.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

The Whitley County School District did not compare trends of the past two years. In the spring of 2021, data was reported based on the students that each school had tested. In previous years, accountability was based on the 100-day rule. For this reason, The Whitley County School District has compared the last two academic years where 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 has decreased by 2.8% in 8th grade. The percentage of high school students scoring proficient/distinguished in reading has 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 scoring proficient/distinguished in math has 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 scoring 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 increased by 5.1%. Science remains a significant area for improvement even though the percentage of students scoring proficient/distinguished has increased at every level: elementary +0.3%; middle +13.3%; and high +2.8%. The majority of the students are still continuing to score 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 has decreased to 62.7 in 2018-19. The percentages for both academic and career readiness have declined. The rate of transition readiness for females is 52.4 which is 20.6 below the transition readiness rate of 73.0 for males.

### Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Our Whitley County's School Report Card reports the percentage of students scoring novice, apprentice, proficient, and distinguished for all students assessed in our district. At the elementary level, 40.4% of students scored proficient/distinguished in reading; 23.3% in math; 28.4% in science; and 41.4% in writing. At the middle school level, 47.2% of students scored proficient/distinguished in reading; 29.2% in math; and 65.0% in writing. Data for middle school science was suppressed. At the high school level, 34.7% of students scored proficient/distinguished in reading and 64.4% in writing. Data for high school math and science was suppressed. The data also displayed the average ACT Composite score was 17.5 with an English score of 16.7; reading at 17.9; math at 17.1; and science at

17.9. The percentage of students meeting benchmarks in English is 40.5%; 34.2% in reading; and 21.9% in math. Our average 4 year and 5 year graduation rate stands at 94.5%. The composite score for the Brigance screener shows that 48.3% of students are ready for kindergarten. Our scores for the domains show that 28.4% of students scored average or above in the Academic/Cognitive domain; 79.1% in the Language Development domain; 50.7% in the Physical Development domain; 43.7% in the Self-Help domain; and 75.2% in the Social Emotional domain. According to the Quality of School Climate and Safety Survey, 97.6% of elementary students and 93.3% of high schools agree/strongly agree that they feel safe in their classes. 98.1% of elementary students and 91.2% of high school students agree/strongly agree that their school is a caring place. The middle school data was suppressed for the survey. Data also shows that 12.2% of students participated in dual credit courses. School report card reports that our district served 3, 987 students in which 80.7% are economically disadvantaged; 27.1% are identified as students with disabilities; and 7.3% are considered homeless. Our retention rate for grades 4-12 is at 0.7% and our dropout rate is at 0.2%. Teacher data from the School Report Card shows that we have 280 full-time equivalent teachers. Our student to teacher ratio stands at 15:1. We have 10.4% of students identified as inexperienced teachers; 2.5% are nationally board certified teachers; and 4.6% are hold emergency or provisional certificates. Our teacher turnover rate is at 13.3%. The educator qualifications shows that our teachers hold the following credentials: 0.3% Associate's; 10.7% Bachelor's; 43.4% Master's; 43.4% Rank 1; and 2.1% Specialist. The average years of school experience is 13.8. The Teacher Working Conditions from the Impact KY Survey show the following favorability: School Climate - 72.0%; Managing Student Behavior - 77.0%; and School Leadership - 70.0%. Equity data shows that 7.0% of students are taught by out of field teachers and 24.4% of students are taught by inexperienced teachers. Our district utilizes Measures of Academic Progress (MAP) for students three times a year. Fall 2021 MAP data shows that in kindergarten an average of 16.7% of students are scoring below the 30th percentile in reading and 30.2% in math. In first grade, an average of 48.3% of students are scoring below the 30th percentile in reading and 39.5% in math on the MAP Assessment. In second grade, 61.7% of students are scoring below the 30th percentile in reading and 60.0% in math.

#### Priorities/Concerns

4. Clearly and concisely identify the greatest 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.



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**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.

One area of concern for the Whitley County School District is the gap in learning in reading, math, science, and writing at all levels. This past year, we have a large percentage of students scoring at the novice level. 34.0% of elementary students scored novice in reading; 34.4% in math; 15.7% in science; and 16.3% in writing. At the middle level, 27.1% of students scored novice in reading; 23.9% in math; and 9.1% in writing. The scores for science at the middle school level were suppressed. At the high school level, 33.2% of students scored novice in reading and 12.2% in writing. Both math and science scores were suppressed at the high school level. Another area of concern is student performance on the ACT at the high school level. While we are making progress and closing the gap, the average score of our students is falling below the state average. In ACT English, our students scored 0.4 below the state and 0.6 below the state in ACT reading. In ACT math, our students scored 0.6 below the state and 0.4 below the state in ACT science. Our composite score fell 0.5 below the state. Another area of concern is the achievement gaps among various groups. At the elementary level, 57.1% of non-economically disadvantaged students scored proficient/distinguished in reading compared to 36.6% of economically disadvantaged students. In math, 29.9% of male students scored proficient/distinguished compared to 17.1% of female students. 31.9% of non-economically disadvantaged students scored proficient/distinguished in math compared to 21.3% of economically disadvantaged. In science, 36.9% of males scored proficient/distinguished compared to 20.9% of females. In writing, 43.5% of females scored proficient/distinguished compared to 39.2% of males. 65.5% of non-economically disadvantaged students scored proficient/distinguished in writing compared to 35.1% of economically disadvantaged. At the middle level, 58.8% of non-economically disadvantaged students scored proficient/distinguished in reading compared to 44.5% of economically disadvantaged. In math, 33.0% of male students scored proficient/distinguished compared to 24.8% of females. 45.1% of non-economically disadvantaged students scored proficient/distinguished in math compared to 25.5% of economically disadvantaged. In writing, 73.2% of female students scored proficient/distinguished in writing compared to 57.4% of males. 78.6% of non-economically disadvantaged students scored proficient/distinguished in writing compared to 61.4% of economically disadvantaged students. The scores for science at the middle level were suppressed. At the high school level, 70.9% of female students scored proficient/distinguished in writing compared to 58.5% of males. 85.0% of non-economically disadvantaged students scored proficient/distinguished in writing compared to 58.8% of economically disadvantaged students. The scores for reading, math, and science were suppressed at the high school level.

## Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

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. We have incorporated professional learning communities (PLCs) which have contributed to our student success. Our structure of PLCs has enabled us to focus on student learning, collaboration, and data driven instruction. The variety and scope of course offerings at the middle and high school level have expanded greatly with the implementation of trimester scheduling. We have focused on the alignment and sequence of pathways offered through Career and Technical Education (CTE) programs. The number of these pathways have increased as last year we added two health science pathways and a collaborative engineering course. This year we have added welding courses and the teaching and learning pathway. We are currently in the process of the construction of a CTE building on our main campus. Our district benefited from the Striving Readers Comprehensive Literacy Grant and have implemented a variety of resources including No Red Ink, Generation Genius, Scholastic Magazines, Vocabulary A-to-Z as well as an abundance of classroom novel sets, library books, and leveled readers. We also secured the new Kentucky Comprehensive Literacy (KyCL) grant that will continue this initiative. As a district, we have increased student exposure to technology through the purchase of chrome books that are implemented as one-to-one.

## Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

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

1 - Deployment of Standards - Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches will continue to assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. 2 - Delivery of Instruction - Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that will meet the intent of the learning standards. Student "watch lists" are developed for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans are developed for these students and intervention strategies are outlined and discussed. 3 - Assessment Literacy - Teachers along with instructional coaches are emphasizing assessment for learning strategies where data is used formatively to drive instruction. Students are enabled to take responsibility for their own learning by setting personal goals. Common assessments are aligned to standards and are implemented district-wide. Teachers analyze student data from common assessments and provide detailed feedback to students. 4 - Review, Analyze, and Apply Data Results - Our schools have implemented data walls, data notebooks, or data tracking systems in order to drill down to individual students. In professional learning communities, teachers collectively analyze school data to make informed decisions, determine priorities for individual student success, and improve practice. 5 - Design, Align, and Deliver Support Processes with Sub-Group Focus - The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. This team aligns resources to needs to ensure all systems work

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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 school's 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 and evidence-based.

## **ATTACHMENTS**

### **Attachment Name**




Whitley County District Key Elements



Whitley County

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County District Key Elements		• 6

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>            What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data.</p>
<p><b>KCWP 2: Design and Deliver Instruction</b>            What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<p>Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that meet the intent of the learning standards. Student watch lists/at-risk lists are developed for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans are developed for these identified students and intervention strategies are outlined and discussed.</p>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b>            What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Teachers along with instructional coaches emphasize 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.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b>            What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Our schools are implementing data walls, data notebooks, or data tracking systems in order to drill down to individual students. In professional learning communities, teachers collectively analyze school data to make informed decisions, determine priorities for individual student success, and improve practice.</p>

Key Elements of the Teaching and Learning Environment - District

<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. The team aligns resources to needs to ensure all systems work together for success and student data is regularly monitored.</p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>The Whitley County School District ensures that each school's culture and environment optimize student learning and creates support for positive behavior. The instructional leadership team is focusing efforts on creating and developing growth mindset as well as implementing instruction for students of poverty that are research and evidence-based.</p>



## 2021-22 Phase Two: District Assurances

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**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
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## 2021-22 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 complies 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

The district hereby ensures that the FY 2021-2022 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**

☐ No

☐ N/A

### **COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Two: District Safety Report

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## 2021-22 Phase Two: District Safety Report

### District 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.

### 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) and Senate Bill 8 (2020) 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.*

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. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

YES

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

YES

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

*Please provide the most recent date of review/revision of the emergency plan for each school in the district 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 Boston Elementary July, 2021 Oak Grove Elementary August, 2021 Pleasant View Elementary July, 2021 Whitley Central Intermediate July, 2021 Whitley Central Primary July, 2021 Whitley East Elementary June, 2021 Whitley County Middle School July, 2021 Whitley County High School August, 2021 Whitley County North Elementary July, 2021

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

*Please provide the date each school in the district completed this discussion 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. August 10, 2021

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

No. Due to COVID-19 pandemic, our district was virtual in January. Our schools did required drills upon returning to in person instruction in March.

12. 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Districts

2021-22 Phase Three: Professional Development Plan for Districts

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

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## 2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

#### 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 assessment includes: (1) increasing student achievement at the proficiency and distinguished levels while decreasing the number of students scoring at the novice level, 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 and Separate Academic Indicator goals, we will focus on the strategies of designing and delivering instruction as well as designing and deploying standards to address the academic achievement of our students. Our second priority of closing the achievement gap is addressed within the Proficiency and Separate Academic Indicator goals within the strategies of designing, aligning, and delivering instruction; designing, aligning, and delivering support; and establishing the learning culture and environment. This priority will also fall under the objectives for addressing the achievement gap through the strategies of designing, aligning, and delivering instruction and reviewing, analyzing, and applying data.

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.

We plan to implement evidence-based instructional strategies to increase student engagement and improve student achievement. This will be evidenced by an increase in the percentage of students scoring at the proficient and distinguished levels and a decrease in the percentage of students scoring at the novice levels.

Implemented activities include engagement, differentiation, intervention, and enrichment.

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

Teacher practice will be improved and enhanced through professional learning focused on engagement, differentiation, intervention, and enrichment strategies. 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 includes the level of attainment of professional growth goals in the area of improved teacher practice as indicated in teachers' individual growth plans. Another indicator of success involves teacher evaluation. Teachers will earn a rating of advanced or accomplished for the evaluation of Planning and Environment. For students, the indicators of success will include proficiency levels on STAR, MAP, CERT, IOWA, Kentucky Summative Assessment (KSA), Math Design Collaborative (MDC) tasks, Literacy Design Collaborative (LDC) module assignments, Science Through Course Tasks (TCTs), and district summative assignments.

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

The targeted audience for the 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 improving teacher practice.

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

Resources needed to support professional development focused on improving teacher practices includes funding, time, and materials. Grants will assist in providing needed funding for professional consultants, training, and materials. On-

going support will be provided through teacher leaders and district instructional coaches.

4g. 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 to improve teacher practice includes professional learning communities and coaching through district instructional coaches and teacher leaders.

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 student work samples; data from common assessments, STAR, MAP, CERT; and classroom observations and walkthroughs.

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 target 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, MAP, and CERT, and classroom observations and 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.

N/A

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Comprehensive District Improvement Plan

2021-22 Phase Three: Comprehensive District Improvement Plan

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



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## 2021-22 Phase Three: Comprehensive District Improvement Plan

### Rationale

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- 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.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment Each year, as new assessment data is received and disaggregated, our district will review the CDIP and adjust our objectives and strategies as identified in our needs assessment diagnostic, with particular attention to our most vulnerable populations in our gap groups. Currently, our largest gap group is our economically disadvantaged population, which encompasses 80.7% of our student population. Data constantly drives and informs our planning and CDIP. The goals, objectives, and strategies are attached and reviewed.

### **ATTACHMENTS**

#### **Attachment Name**

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Whitley County Comprehensive District Improvement Plan 2021-22

### 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, as identified in the Needs Assessment for Districts, 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*, *Baldrige*, etc.).

**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

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

**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 closure, graduation rate, growth, and transition readiness.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Whitley County Comprehensive District Improvement Plan 2021-22		.

## 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### 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.

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 2024.					
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 2024.	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	8/2021-5/2022	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	8/2021-5/2022	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 21 <sup>st</sup> 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	8/2021-5/2022	21 <sup>st</sup> 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	7/2021-9/2021	Striving Readers Grant
	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	8/2021-5/2022	No funding required
		B. Teachers create individual learning plans for students in order to ensure	STAR, MAP, IOWA, KPREP, Brigance and	8/2021-5/2022	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 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student growth throughout the year. Plans are revisited bi-weekly to monitor progress	summative assessment data		

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2024; in social studies from 69.2% in 2019% to 76% by 2024; and in writing 54.2% in 2019 to 60.4% by 2024.					
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 2024 Increase the percentage of students scoring proficient/distinguished in social studies from 69.2% in 2019% to 76% by 2024 Increase the percentage of students scoring proficient/distinguished in writing from 54.2% in 2019 to 60.4% by 2024.	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	8/2021-5/2022	No funding required
		B. Teachers will utilize 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	8/2021-5/2022	No funding required
		Teachers will utilize 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	8/2021-5/2022	No funding required
		D. Teachers will refine Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KPREP data	8/2021-5/2022	Instructional Funds
		E. Teachers will utilize resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Zane-Blouser Handwriting 2 <sup>nd</sup> /3 <sup>rd</sup> grade) to enhance reading and math instruction	Writing scrimmage results, Writing KPREP data	8/2021-5/2022	Striving Readers



Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 45.8% in 2019 to 53.2% by 2024; in social studies from 69.2% in 2019% to 76% by 2024; and in writing 54.2% in 2019 to 60.4% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Review, Analyze and Apply Data	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	8/2021-5/2022	No Funding Required
		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	8/2021-5/2022	No funding required
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2021-5/2022	No funding required
		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	8/2021-5/2022	McKinney Veto

3: Growth

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 2024.					
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 2024 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	<b>A.</b> Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Edgenuity, Reading Eggs, Myon and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2021-5/2022	No funding required
		<b>B.</b> Each day Kindergarten through 2 <sup>nd</sup> grade students will complete daily oral language practice.	MAP, KPREP, Benchmark data, summative assessment data	8/2021-5/2022	No funding required
		<b>C.</b> 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	8/2021-5/2022	No funding required
		<b>D.</b> 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 21 <sup>st</sup> Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.		8/2021-5/2022	RTA, MAF, STC and 21 <sup>st</sup> funds
		<b>E.</b> Collaborate, co-teach and support with reading and math instructional strategies, intervention strategies,	PLC minutes, lesson plans, individual learning plans, assessment data	8/2021-5/2022	

		formative assessment strategies, etc. based on the need of the students			
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4: Achievement Gap

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 2024.					
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 2024 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, Generation Genius, IXL, Vocab A-Z, Amira, Edgenuity, Reading Eggs, Myon and other math/reading computer applications and programs	MAP, KPREP, Benchmark data, summative assessment data	8/2021-5/2022	Instructional Funding
		B. Each day Kindergarten through 2 <sup>nd</sup> grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2021-5/2022	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	8/2021-5/2022	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 21 <sup>st</sup> 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	8/2021-5/2022	Save the Children 21 <sup>st</sup> Century RTA MAF

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 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Review, Analyze and Apply Data	<b>E.</b> Collaborate, co-teach and support instruction effective reading and math 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.	PLC minutes, formative assessment data	8/2021-5/2022	No Funding
		<b>A.</b> 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, Generation Genius, IXL, Vocab A-Z, Amira, Edgenuity, Reading Eggs, Myon, No Red Ink, and other math/reading computer applications and programs	Individualized progress reports from Study Island, Reading Eggs, Myon	8/2021-5/2022	Instructional
		<b>B.</b> Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2021-5/2022	No funding
		<b>C.</b> Address barriers that homeless children face in attending and succeeding in school and provide	IC Reports	8/2021-5/2022	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 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		services needed to enable them to meet challenging academic expectations.			
	3. Establishing Learning Culture and Environment	<b>A.</b> Provide teachers with sensitivity training focused on teaching students of poverty	PLC minutes, assessment data	8/2021-5/2022	No funding
		<b>B.</b> Engage parents in the learning process and support parents through skill-building activities.	Assessment data, parent meeting sign in sheets, PLC notes	8/2021-5/2022	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 2025					
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, 2025.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce essential workplace skills.	CTE-EOP Reports	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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 2025					
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	8/2021-5/2022	AmeriCorp
		C: Gear-Up Program will provide our seventh grade students with opportunities to explore various careers and colleges.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports,	8/2021-5/2022	Gear Up
	4. Design and Deliver Assessment Literacy	A: Junior level math teachers will provide students access to ACT prep programs	Lesson Plans	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	
		B: CTE teachers will publicize articulated credits for pathways and CTE End-of Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports	8/2021-5/2022	
	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	8/2021-5/2022	Perkins
		B: Counselors will guide all 9 <sup>th</sup> grade students to a career pathway based on their ILP.	Registration Documents	8/2021-5/2022	



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 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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 during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet	Co-op Visit Reports	8/2021-5/2022	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 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with supervisors to discuss student work performance.			

6: Graduation Rate

Goal 6: By 2025, 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	8/2021-5/2022	No funding required
		B: YSC Coordinator will make home visits to any at-risk student by referral	Record of Referral, Record of Home Visits	8/2021-5/2022	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.	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	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	8/2021-5/2022	No funding required

Goal 6: By 2025, 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.			



## 2021-22 Phase Three: Executive Summary for Districts

2021-22 Phase Three: Executive Summary for Districts

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

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## 2021-22 Phase Three: Executive Summary for Districts

### Description of the District

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 (according to the U.S. Census): 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. Furthermore, the county has a population of approximately 36,264 people. According to the Bureau of Labor and Statistics, the September 2021 unemployment rate was 4.2%. The U. S. Census reports that the median household income for Whitley County is \$39,005, which is far below the Kentucky state average of \$50,589. There are also 81.4% of the county's population that are high school graduates or higher. According to the 2020 - 2021 Qualifying Data Report, 100% of Whitley County's students receive free or reduced lunch. These cultural and economic deprivations are learning barriers our school district must work to overcome. The Whitley County School District, established in 1818, serves students from preschool through grade 12. The schools include one primary, one intermediate, five elementary, one middle, one high, 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 Cumberland River Behavioral Health so that counselors can be housed within certain schools that service students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of their mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. The schools serve the students as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper, bringing in the latest technology, resources, and facilities to our community. Opportunities for post-secondary education are varied, with several universities within 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 2020 - 2021 total student count of 4268 with 51.5% males and 48.85 females attending K - 12. 25.2% of the

district's population is identified as students with disabilities; 11.5% of our students are identified as Gifted and Talented. We have a very small population (0.003%) of English Language Learners. We have 280 full time teachers. The average teaching experience is 13.8 years and we have 2.5% of our teachers who are Nationally Board Certified Teachers. The Whitley County School System employs 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 must 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 the regular and 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 receiving a visitor.

### District's Purpose

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

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary 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 Multi-Tiered Systems of Support 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, Review 360, Vocabulary A - Z, Amira, IXL, 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 a College Success Coach in partnership with our local cooperative. 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, 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 screener, 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 (PLC) that focus on student learning through three major components: curriculum, instruction, and assessment. The format for the professional learning communities follows a process of continuous improvement that incorporates planning, implementation,

analysis of results, and next steps to move student learning forward. Supported by district coaches, each school analyzes its own student performance data and uses the results to drive instruction and improvement plans. Every school offers various opportunities for students in arts and humanities, physical education, practical living, and technology that are embedded in the curriculum. The Whitley County School District is committed to providing a safe, supportive environment to meet the individual needs of all students to ensure students are transition ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with graduation, college, career, and life. We envision providing our students a learning experience in which all students achieve proficiency.

### Notable Achievements and Areas of Improvement

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

The technology to student ratio is 1 to 1 for all students in grades K - 12. All teachers also have a Chromebook and a paid Zoom account in which they can hold Zoom sessions with their classes and record those sessions for students and parents to watch (if needed). All classrooms are equipped with new ViewSonic Interactive Boards/Panels, OptiPlex5080 desk top computers, and document cameras. Our Chief Information Officer is an Apple Certified Support Professional and Apple Certified Technical Coordinator. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Advisory Committee. The committee 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 first year of the Kentucky Comprehensive Literacy Grant to help provide literacy professional learning and a literacy rich environment from birth to 12th grade. Six of our elementary schools receive the Read to Achieve (RTA) grant. We are currently in the last year of this grant cycle. This grant is designed to provide reading intervention in small groups, individual, or collaborative setting to students in kindergarten through 3rd grade. Six of our elementary schools receive the Math Achievement Fund Grant which provides math intervention strategies in small groups and collaborative settings. Our district also 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. Four

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Whitley County

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. Our district was also awarded 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 7th grade. The grant will follow this cohort of student through their journey of high school and into their first year of college. We have also have continued to work with the sheriff's department on the Cops School Violence Prevention Program Grant. The Whitley County School District has also continued to partner with Berea College and Partners for Education, Save the Children, Strive Together, and the Annie Casey Foundation to focus on kindergarten readiness and third grade reading. The Whitley County School District has also received the McKinney-Vento Grant, the Stewart B. McKinney Homeless Grant, and the American Relief Program SBM Homeless Grant. All three of these grants will assist our district in providing needed services to our students who qualify as homeless. Our district was also awarded the Grow Your Own Grant to create a pathway for our high school students who are interested in becoming a teacher. The district improvement committees consist of Site Based Decision Making Councils (SBDM), curriculum planning committees, KyCL teacher cohort, AIMSweb Plus, Review 360, Study Island school leaders, and 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. Technology continues to be developed and updated to meet the district's teaching and learning needs.

#### Additional Information

**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

#### Additional Information

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

The Whitley County School District employs five 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 coordinate and facilitate reading and math nights, involving parents and community members in academic activities. Four of the instructional coaches are participating in the New Teacher Center Foundational Institute for Coaches through SESC. One of our instructional coaches, one principal, and one teacher has been highlighted in the Coaching Spotlight. One of our instructional coaches serves on the 21st Century Community Learning Center State Advisory Board. One instructional coach serves as Chairperson of the Whitley County Rural Accelerator Initiative and the Leadership Table and another instructional coach serves as the Vice Chairperson. One instructional coach/STC Site Supervisor and an elementary student spoke to the Kentucky General Assembly Joint Committee on Education. 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 instructional coaches implement and oversee the Colonel Teacher Internship Program for new teachers. The CTIP meets monthly and the teachers are provided with instructional strategies that can be used in the classroom. The Whitley County School District 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 a 5 KY All - STARS rating. There were 5 high school students selected for the 2021 Governor's Scholars program. One high school student was selected as a National Honor Society Scholar. The Whitley County FFA received first place in the state in the Land Judging competition. One high school junior is serving as an apprentice in information technology through DataSeam and the Whitley County School District's Technology Department. Our JROTC unit has been recognized as "Honor with Distinction" since 1993. Our National Honor Society has over 374 historical members. Whitley County High School seniors were awarded

approximately \$422,000 in one year scholarships and \$1,600,000 in four year scholarships. We have one high school student attending the Gatton Academy. Our district has broken ground for a new WCHS Career and Technical Education center. One teacher was recognized as the Times-Tribune Best of the Best School Teacher of the Year. There are several principals and teachers participating in the SESC Elgin Aspiring Principal Academy. One of our elementary schools had 100% participation in the Kentucky Summative Assessment during the spring 2021 state testing. We have also provided book vending machines at every elementary school in our district through collaboration with the Whitley County Rural Accelerator Initiative.

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Whitley County

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: The Superintendent Gap Assurance

2021-22 Phase Three: The Superintendent Gap Assurance

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

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## 2021-22 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.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

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.**

- 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.