

## **2018-2019 Phase One: Continuous Improvement Diagnostic**

### **Phase One: Continuous Improvement Diagnostic**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 09/28/2018

Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

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

#### Part I:

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

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

Please see attached.

#### ATTACHMENTS

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

#### Part II:



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

Please see attached.

#### ATTACHMENTS

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Stakeholders	Stakeholders in the development process	2
 TELL Survey	Results of perception surveys from stakeholders	1



Access eProve using the url: <https://myjourney.advanc-ed.org/login>.

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

Part I:

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

### **TELL Survey**

According to the TELL Survey results, our staff would like to increase our community support and involvement. 86.7% of our teachers stated that parents/guardians are influential decision makers in this school. 90.3% of our teachers stated that parents/guardians support teachers, contributing to their success with students.

To promote two-way communication of information between school staff and parents, school staff will develop a survey for stakeholders regarding school performance as it relates to their child. To provide multiple learning opportunities for families to support their children's learning staff will offer 5-7 parent workshops throughout the school year. In order to make parents and families more aware of support services in school and the community, we will devote a section on the school webpage to promote family support services and draw more awareness to services that are available.

## Part II:

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

### Stakeholders

We use multiple approaches to engage a variety of stakeholders in the development of a process that is truly ongoing and continuous. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County Central Primary School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th. As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that: - Students' needs are being addressed by reviewing the plan - Technology and equity are embedded in the CSIP - Funding is appropriately monitored - Professional development is appropriately implemented - The implementation and impact checks are being

completed - The plan is amended or updated based on student needs - Work is being done to close the achievement gaps. Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments biannually. Adjustments are made to the CSIP as needed to best meet the needs of our students. In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council. Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last Monday of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

## **2018-2019 Phase Two: School Safety Report**

### **Phase Two: School Safety Report**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

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

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

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

## Questions Related to the Adoption and Implementation of the Emergency Plan

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

*If the answer is "no," please explain below.*

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

Yes

### **ATTACHMENTS**

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

2. Has the 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 the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

3. Has the 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 the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

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

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes. 4/25/18

### **ATTACHMENTS**

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6. Did the 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)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes. 8/23/18

### **ATTACHMENTS**

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

*If the answer is "no," please explain below.*

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

Yes

### **ATTACHMENTS**

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

*If the answer is "no," please explain below.*

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

Yes

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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

### Phase Two: School Assurances

#### Whitley County Central Primary School

Brandon Anderson  
520 Boulevard Of Champions  
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## Phase Two: School Assurances

### Introduction

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

## School Assurances

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### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

#### COMMENTS

#### ATTACHMENTS

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

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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#### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **2018-2019 Phase Two: The Needs Assessment for Schools**

### **Phase Two: The Needs Assessment for Schools**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

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

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

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

## Protocol

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

see attachment

## **ATTACHMENTS**

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

## Current State

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

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

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

## ATTACHMENTS

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## Priorities/Concerns

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

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

see attachment

### **ATTACHMENTS**

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

## Trends

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

see attachment

## **ATTACHMENTS**

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## Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

see attachment

## **ATTACHMENTS**

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

## Strengths/Leverages

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

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%, see attachment

### **ATTACHMENTS**

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

## Needs Assessment

### WCP Current Academic State:

- On the IOWA Achievement Test, Kindergarten scored a grade equivalent ELA 1.8, Math 1.5, Core Composite 1.7.
- On the IOWA Achievement Test, 1<sup>st</sup> Grade scored a grade equivalent ELA 2.4, Math 2.4, Core Composite 2.6.
- On the IOWA Achievement Test, 2<sup>nd</sup> Grade scored a grade equivalent ELA 3.4, Math 3.5, Core Composite 3.4.
- Kindergarten, 1<sup>st</sup> grade, and 2<sup>nd</sup> increased at least +0.1 in their composite scores.
- 54% of students were Kindergarten Ready on the Brigance K-screen.
- Kindergarten Readiness increased +2.8 from 2016 to 2017.
- Our Kindergarten Readiness was +8 higher than the district and +2.6 higher than the state average.

### WCIS Current Academic State:

Data for the current academic state was retrieved from the Kentucky Department of Education website of supplemental data.

46% of third grade students scored distinguished on reading KPREP which is a 27% increase.  
35% of third grade students scored proficient on reading KPREP which is the same percentage.  
14% third grade students scored apprentice on reading KPREP which is a 13% decrease.  
3% of third grade students scored novice on reading KPREP which is a 16% decrease.

32% of third grade students scored distinguished on math KPREP which is a 20% increase.  
48% of third grader students scored proficient on math KPREP which is a 14% increase.  
17% third grade students scored apprentice on math KPREP which is a 17% decrease.  
1% of third grade students scored novice on math KPREP which is a 23% decrease.

29% of fourth grade students scored distinguished on reading KPREP which is a 7% increase.  
43% of fourth grade students scored proficient on reading KPREP which is a 4% increase.  
22% fourth grade students scored apprentice on reading KPREP which is a 3% decrease.  
5% of fourth grade students scored novice on reading KPREP which is a 9% decrease.

40% of fourth grade students scored distinguished on math KPREP which is a 15% increase.  
38% of fourth grade students scored proficient on math KPREP which is a 3% increase.  
18% fourth grade students scored apprentice on math KPREP which is a 14% decrease.  
3% of fourth grade students scored novice on math KPREP which is a 4% decrease.

33% of fifth grade students scored distinguished on reading KPREP which is a 15% increase.  
43% of fifth grade students scored proficient on reading KPREP which is a 3% decrease.  
13% of fifth grade students scored apprentice on reading KPREP which is an 8% decrease.  
10% of fifth grade students scored novice on reading KPREP which is a 4% decrease.

34% of fifth grade students scored distinguished on math KPREP which is a 24% increase.  
 40% of fifth grade students scored proficient on math KPREP which is a 10% decrease.  
 21% fifth grade students scored apprentice on math KPREP which is a 10% decrease.  
 3% of fifth grade students scored novice on math KPREP which is a 6% decrease.

40% of sixth grade students scored distinguished on reading KPREP which is a 12% increase.  
 42% of sixth grade students scored proficient on reading KPREP which is an 11% decrease.  
 16% of sixth grade students scored apprentice on reading KPREP which is a 3% decrease.  
 2% of fifth grade students scored novice on reading KPREP which is a 1% increase.

37% of sixth grade students scored distinguished on math KPREP which is a 17% increase.  
 40% of sixth grade students scored proficient on math KPREP which is an 8% decrease.  
 21% sixth grade students scored apprentice on math KPREP which is an 8% decrease.  
 2% of sixth grade students scored novice on math KPREP which is a 1% decrease.

71% of 4<sup>th</sup> grade students scored proficient or distinguished in reading.  
 79% of 4<sup>th</sup> grade students scored proficient or distinguished in math.  
 77% of fifth grade students scored proficient or distinguished in reading.  
 74% of fifth grade students scored proficient or distinguished in math.  
 82% of sixth grade students scored proficient or distinguished in reading.  
 77% of sixth grade students scored proficient or distinguished in math.

Scores for the two gap groups of free/reduced lunch and students with disabilities are:

**Free/Reduced Lunch - Reading**

6.4% novice  
 18% apprentice  
 44.5% proficient  
 31.1% distinguished  
 75.6% proficient/distinguished  
 proficient/distinguished

**Free/Reduced - Math**

3.8% novice  
 23.8% apprentice  
 43.6% proficient  
 28.8% distinguished  
 72.4%

**Students with disabilities - Reading  
 disabilities - Math**

5.6% novice  
 9.6% apprentice  
 apprentice  
 33.4% proficient  
 proficient  
 51.2% distinguished  
 distinguished

**Students with**

5.6% novice  
 14.4%  
 33.6%  
 46.4%

84.8% proficient/distinguished  
proficient/distinguished

80%

**Non-Academic Current State:**

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:







- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2017-2018 school year, 75.94% of the students at WCIS qualified for free and reduced price lunch. For the 2017-2018 school year, 78.9% of the students at WCP qualified for free and reduced price lunch. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21<sup>st</sup> Century, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. At WCIS, 11.47% qualified for gifted and talented services, 3.5% were homeless, and 26% qualified for special education services. At WCP, 16.4% students were identified on the watch list for the gifted and talented services pool, 5.2% were homeless, and 25.8% qualified for special education services.

- Attendance plays a vital role in student performance. The average daily attendance percentage at WCIS for 2017-2018 school year was 95.03%. Attendance plays a vital role in student performance. The average daily attendance percentage at WCP for 2017-2018 school year was 93.88%. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Our counselors have served an average of 104 students per year the past two years.

- At WCIS, the number of behavior referrals has decreased from 151 behavior referrals in 2016-2017 to 127 behavioral referrals in 2017-2018. At WCP, the number of behavior referrals has increased from 163 behavior referrals in 2016-2017 to 213 behavioral referrals in 2017-2018.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Current State	Academic state & non-academic state	
 Potential Source of Problem	processes, practices, conditions	
 Priorities/Concerns	areas of weakness	
 Protocol Data Review Process	Protocol Needs Assessment Data Review Process	
 Strengths/Leverages	Needs Assessment Strengths/Leverages	
 Trends	trends for the previous academic years	

## Needs Assessment

### Potential Source of Problem

#### **Design and Deploy Standards:**

To ensure that our current curriculum is valid and aligned with state standards and supports instruction and assessment, we will continue to use the district approved math and reading curriculum that is aligned to state standards. We will also supplement those curriculums by differentiating instruction for students with other collected resources that are also aligned to state standards. All teachers are required to use district approved materials. To ensure that the curriculum is taught at a high level of fidelity, each grade level follows a district wide curriculum map for each core subject. Teachers and students review I Can Statements and learning targets for each lesson. Learning targets are posted, read aloud, written down, and referred to during the lesson. At WC Primary, K-2 students profit from the instruction of our math intervention teacher and reading intervention teachers. At WCIS, the third grade students also benefit from the instruction of our math intervention teacher and reading intervention teacher. The students who qualify for this service receive one on one or small group instruction in reading and/or math forty five minutes daily to help them reach or maintain grade level performance at both schools.

Teachers attend various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teacher participate in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy and math-rich assignments and courses across content areas. The district instructional team as four national certified LCD & MDC coaches. They have also been working with teachers to make adjustments in the curriculum to target areas of need. At WCIS, the Title I reading instructor collaborates weekly with the fifth grade teachers and works with the fifth grade students weekly in writing. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

Our district and school is also part of the Striving Readers Comprehensive Literacy (SRCL) Discretionary Grant Program. SRCL is designed to create a comprehensive approach to advance literacy in children. Our school has establish a school literacy leadership team and completed a literacy planning tool to assess our needs and design a comprehensive literacy program at all levels of continuum. SRCL is training and implementing the universal design for learning within our school.

To further differentiate reading instruction, our school is using the reading series, Houghton Mifflin Journeys, which covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The series provides effective strategies to



build students' understanding of reading concepts while also providing intervention for struggling students. Teachers are also teaching reading in small leveled focus groups to offer students more individualized instruction in reading based on student need. WCIS teachers are also using an online computer program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the language arts and math curriculum. The program creates reports for the teacher that shows students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

To improve our reading, our school will continue to implement "Recipe for Reading: Multi-sensory Learning." To further differentiate reading instruction, our school will continue to implement Reading Eggs. It is a unique online site where children learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

Teachers will also continue to use Myon and Study Island to supplement their students' practice of skills in reading and math. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need.

To encourage students to read and go beyond their Accelerated Reader goals, our school offers reading incentives that will build students' reading levels and boost comprehension. If students meet or surpass their yearly AR goals, one of their rewards is an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires students to become lifelong readers.

To help us reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Reading Rangers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, Reading Recover intervention, CIM groups, literacy centers, AR point clubs, Accelerated Reader (AR), Eager Reader standards, and Independent Reader standards. Furthermore, our school will align the curriculum to ensure it's taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby series, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math manipulative that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning. Teachers



are also teaching math in small leveled focus groups to offer students more individualized instruction in math based on student need. WCIS teachers are also using a program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the math curriculum. The program creates reports for the teacher to show students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

To differentiate math, our school will continue to implement Mathseeds. It is a unique online site where children learn core math and problem solving skills needed to be successful at school with fun, highly interactive and rewarding lessons. Mathseeds combines highly structured lessons with fun motivational elements that keep children engaged and keen to learn.

We will continue to use Number talks in our instruction. They get all students involved, help them strengthen fluency, intuition, and mental math strategies, improve students' ability to explain and critique solutions, and allow teachers a valuable window into their students' thinking.

To help us reduce the percentage of students coring novice in math, MIT team is meeting regular and sharing strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need. The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in those grades.

### **Review, Analyze, and Apply Data Results**

To help us improve on our reading and math scores, we analyze our MAP data and target students for small group tutoring sessions in the morning. These students then receive small group instruction for thirty to forty five minutes in the morning. We analyze mid-year MAP data again in December to measure progress made during the year. WCIS will also continue their yearly flooding sessions this year in fourth grade. For the last thirty minutes of the day, students are divided into small groups to work on reading and math curriculum.

Our school also administers grade level common assessments. The data from these assessments allows teachers to monitor students' progress. The common assessment results allows teachers to monitor item analysis and student performance. Teachers use this data to drive classroom instruction.

All grade levels meet in Professional Learning Communities (PLC) weekly. In these meetings team leaders ask the teachers to review weekly assessments and work together to decide how

to revise their instruction for specific areas of need. Team leaders help by suggesting some of the following additional strategies for revising instruction.

- differentiate math/reading groups during learning centers -incorporate more math during center activities
- offer more incentives for math/reading goals
- Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments
- Group students based on common strengths and weaknesses. Teachers can identify students who share common strengths and weaknesses and group them together for instruction. For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.
- Examine student work - Structure a team session so teachers can look at the results of a lesson. Teachers can share ideas about the reasons for success or lack of success of that lesson.

The next step in addressing areas of concern are to monitor the progress of the programs as we implement them. We will use the results from district assessments to determine areas where efforts can be better focused. Teachers will use various strategies, common assessments, and AIMS Web to monitor student progress. Students that have not shown progress through various tracking assessments will then be referred for morning school tutoring sessions. The students identified for tutoring will receive small group instruction in areas where they score below proficient. We will identify our areas of weakness and find resources that address those areas. Teachers will continue to meet in PLC meetings and share ideas and strategies that will promote continuous improvement. We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

We will continue to request assistance from district academic coaches for resources and support to strengthen instruction and useful resources. District coaches will observe and assist with small group instruction as well as offer ideas and resources that will increase student growth.

## Needs Assessment

### WCP: Priorities/Concerns

-Kindergarten decreased in grade equivalent ELA by -0.1 from 2016 to 2017 on the IOWA Achievement Test.

-46% of students were not Kindergarten Ready on the Brigance in 2017.

### WCIS: Priorities and Concerns

Based on 2017-2018 KPREP data, our school showed a drastic decrease in the percentage of students scoring novice. Only 5.7% of our student population scored novice in reading and 3.5% in math. The number of students scoring novice in reading and math in the gap groups was also very low. An average of 6% of students in the gap groups scored novice in reading and 4.7% in math, as compared to an average of 13.7% the previous year.

For the 2018-2019 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress.

Based on 2017-2018 KPREP data 16.9% of students did not earn growth points in reading and 34% of students did not earn growth points in math. So, our goal for 2018-2019 will be to decrease the percentage of students not receiving growth points in reading from 16.9% to 8%. In math our goal will be to decrease the percentage of students no receiving growth points in math from 34% to at least 24%.

Based on 2017-2018 KPREP data 53% of fourth grade students scored proficient or distinguished in science. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in science from 53% to 60%.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in writing from 53% to 60%.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in social studies from 67% to 70%.

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

### Data Review Process

The Whitley Central Primary School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process was conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Intermediate School, and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by data for components of proficiency (reading and math) separate academic indicator (science, social studies, and writing), and growth (reading and math). The school report card, MAP, Brigance Screener for pre-K, and IOWA Achievement test for Grade K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. This valuable information helped our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data was available, it was discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDMC leadership. We looked at the data from our school report card and individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" were noted and the instructional practices were listed that contributed to those successes. Additionally, we noted an improvement list and included specific instructional strategies that we believe would help improve these areas. We asked the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. The final step was discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

## **Stakeholders**

Brandon Anderson, Principal

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrey & Linda Watson

WC Primary PTO, President Brooke Canada, Treasure Shannon Walker

WC Primary Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Bowman (teacher), Stacey Moses (parent), Melissia Douglas (parent)

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Jodie Gambrell

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Melissia Douglas

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

WCIS Site Base Decision Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Stephanie Patrick (parent), Sherry Sulfridge (parent)

WCIS PTO, President Kellie Clemens, Treasure Melissa Lawson

## Needs assessment

### Strengths/Leverages

- On the IOWA Achievement Test, Kindergarten's grade equivalent was above grade level on ELA 1.8, Math 1.5, and Core Composite 1.7.
- On the IOWA Achievement Test, 1<sup>st</sup> grade's grade equivalent was above grade level on ELA 2.4, Math 2.4, and Core Composite 2.6.
- On the IOWA Achievement Test, 2<sup>nd</sup> grade's grade equivalent was above grade level on ELA 3.4, Math 3.5, and Core Composite 3.4.
- 54% of students were Kindergarten Ready on the Brigance K-screen.
- Our Kindergarten Readiness was +8 higher than the district and +2.6 higher than the state average

46% of third grade students scored distinguished on reading KPREP which is a 27% increase.  
3% of third grade students scored novice on reading KPREP which is a 16% decrease.  
32% of third grade students scored distinguished on math KPREP which is a 20% increase.  
48% of third grade students scored proficient on math KPREP which is a 14% increase.  
17% third grade students scored apprentice on math KPREP which is a 17% decrease.  
1% of third grade students scored novice on math KPREP which is a 23% decrease.  
5% of fourth grade students scored novice on reading KPREP which is a 9% decrease.  
33% of fifth grade students scored distinguished on reading KPREP which is a 15% increase.  
34% of fifth grade students scored distinguished on math KPREP which is a 24% increase.  
3% of fifth grade students scored novice on math KPREP which is a 6% decrease.  
40% of sixth grade students scored distinguished on reading KPREP which is a 12% increase.  
2% of fifth grade students scored novice on reading KPREP which is a 1% increase.  
37% of sixth grade students scored distinguished on math KPREP which is a 17% increase.  
2% of sixth grade students scored novice on math KPREP which is a 1% decrease.  
71% of 4<sup>th</sup> grade students scored proficient or distinguished in reading.  
79% of 4<sup>th</sup> grade students scored proficient or distinguished in math.  
77% of fifth grade students scored proficient or distinguished in reading.  
74% of fifth grade students scored proficient or distinguished in math.  
82% of sixth grade students scored proficient or distinguished in reading.  
77% of sixth grade students scored proficient or distinguished in math.

## Needs Assessment

### WCP: Trends

We see academic trends:

- Females have scored an average on 15.8 higher on the Brigance from 2015-2017.
- An average of 53 of students have been Kindergarten ready on the Brigance from 2015-2017.
- An average of 44.9 of students have NOT been Kindergarten Ready on the Brigance from 2015-2017.

### WCIS: Trends

We see academic trends:

- 2015-2016 – 12% of students score novice in reading.
- 2015-2016 – 8.9% of students score novice in math.
- 2016-2017 – 11.9% of students scored novice in reading.
- 2016-2017 – 9.9% of students scored novice in math.
- 2017-2018 – 6% of students scored novice in reading.
- 2017-2018 – 3% of students scored novice in math.

2015-2016 – The gap delivery target was 62.7. Actual score was 67.

2016-2017 – The gap delivery target was 71.2. Actual score was 61.5.

Due to the new accountability system, all the same information that we have analyzed in the past will not be presented in the same manner. We will continue to look for future trends as we progress through our new accountability system.

The non-academic trends that we recognized from the past two years are an increase in the number of students being referred to see our counselors on a regular basis and the increase in the number of behavior events in the past two years. At WCIS, the number of students referred to the counselor increased by 24.4% and the number of behavior events increased by 58.8%.

## **2018-2019 Phase Three: Executive Summary for Schools**

### **Phase Three: Executive Summary for Schools**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 11/29/2018

Status: Locked



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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

see attachment

#### **ATTACHMENTS**

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

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

see attachment

#### **ATTACHMENTS**

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

#### Notable Achievements and Areas of Improvement

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

see attachment

#### **ATTACHMENTS**

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

#### Additional Information





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

see attachment

#### **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Notable Achievements and areas of Improvement	Notable Achievements and areas of Improvement	
 additional information	additional information	
 description of the school	description of the school	
 school's purpose	school's purpose	

## **Executive summary diagnostic 2018-19**

### **Description of school**

Whitley County Central Primary is located on the main campus off 25W in Williamsburg (opened in August 1989). Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 36,214 people. It is 97% white, 0.9% black, 0.5 Asian, 1.3% Hispanic, and 0.3 Native American. The per capita income in past 12 months is \$17,520 – well below the state average of \$32,397. Of the county's population, 29.3% is below the poverty level. This is much higher than the 17.2% state average. 83% of our students qualify for free or reduced lunch. The primary school is a feeder school for Whitley Central Intermediate School. Our school boasts the largest primary enrollment of all elementary schools in the district; currently housing approximately 462 students Preschool through grade 2. 21% of students qualify for special education. The students are served by one principal, 21 homeroom teachers, 19 instructional assistants, a librarian, three special education teachers, one FMD teacher, a physical education teacher, a fine arts teacher, a speech/language pathologist, a family resource director, a school nurse, two office clerks, six cooks, and four custodians. The Accelerated Reader (AR), Reading Recovery, Comprehensive Intervention Model (CIM), Math Intervention, Save the Children, and 21<sup>st</sup> Century programs are integral parts of our curriculum. Our facility hosts the Save the Children & 21st Century programs, which provide after school enrichment in reading and math for students four days a week and school supplemental services during the school day. Students are also provided tutoring services before school five days a week. The staff of Whitley County Central Primary believes that every student can learn.

## **School's Purpose**

The Whitley County Central Primary School staff believes that every student can learn. It is our responsibility to enhance learning. Through partnership of parents, communities and educators, our students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies. We are proud of the opportunities afforded to ALL students at Whitley County Central Primary. After-school activities include tutoring, reading enhancement through Save the Children, and 21st Century Programs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional Programs include Early Interventions in Reading, Early Steps to School Success, Math Intervention, Save the Children and Family Reading/Math Nights. Our Save the Children program has been recognized as one of the top in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated. The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students.

## **Notable Achievements and Areas of Improvement**

In the last three years, Whitley Central Primary School has made several important achievements in multiple areas. For the 2017-2018 academic year, we are also particularly proud of our IOWA Achievement Test scores. Kindergarten-2<sup>nd</sup> grade increased in all areas (ELA, Math, and Core) and were above grade level in all areas. Another notable achievement was on the Brigance Kindergarten Readiness Screener. Our Kindergarten Readiness increased +2.8 from 2016 to 2017. Our Kindergarten Readiness was +8 higher than the district and +2.6 higher than the state average.

Our AR Point Club t-shirt incentive program inspired students to surpass their yearly AR goal. We had two students that were the District Top AR Point Earners in their grade level (Kindergarten and first grade). We had several students reach the 200 point AR club. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Furthermore, we were a Renaissance National Honor Roll School for outstanding reading achievement. Our school had 13 of our homeroom teachers achieve the Renaissance Royal classrooms this year. To qualify for a "royal classroom," a class must have: [1] an average of 25 minutes of engaged reading time [2] 90% of students average at or above 85% on AR quizzes [3] over an 18 week period. Teachers also had to complete 8 challenges online. These teachers are to be commended. This was a very elite accomplishment. There were only 14 teachers across the state of Kentucky to achieve this. We had 13 of the 14 teachers.

Our sister school, WCIS, also had several notable accomplishments. In the last three years, Whitley Central Intermediate (WCIS) has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years. Based on 2017-2018 KPREP data, our school showed a drastic decrease in the percentage of students in grades 3-6 scoring novice. Only 5.7% of our student population scored novice in reading and 3.5% in math. The number of students scoring novice in reading and math in the gap groups was also very low. An average of 6% of students in the gap groups scored novice in reading and 4.7% in math, as compared to an average of 13.7% the previous year.

For the 2017-2018 school year, Whitley Central Intermediate's proficiency score was 95.3, the highest in the Whitley County School District. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity. Because of this collaboration our schools were recognized as being Silver Medalist Proficiency status schools by the South East South Central Cooperative. Below are some areas of notable achievement for WCIS for the 2017-2018 school year.

71% of 4<sup>th</sup> grade students scored proficient or distinguished in reading.

79% of 4<sup>th</sup> grade students scored proficient or distinguished in math.

77% of fifth grade students scored proficient or distinguished in reading.

74% of fifth grade students scored proficient or distinguished in math.

82% of sixth grade students scored proficient or distinguished in reading.

77% of sixth grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math decreased in all grade levels.

Third Grade - The percentage of students scoring novice in reading decreased by 13% and decreased by 23% in math.

Fourth Grade - The percentage of students scoring novice in reading decreased by 9% and decreased by 4% in math.

Fifth Grade - The percentage of students scoring novice in reading decreased by 4% and decreased by 6% in math.

Sixth Grade – Only 2% of students scored novice in reading (same as last year) and there was a 1% decrease in the percentage of students scoring novice in math.

We are very proud of our school, and will continue to make necessary changes to improve and make our school the best.

#### **Various areas of concerns & improvement plans:**

Teaching is a state of continuous improvement and our school is always exploring different methods to improve. For example, our teachers participate in training from the state and national sources. We regularly examine our Comprehensive School Improvement Plan, predictive assessment from MAP Test, Star Reading reports, IOWA Achievement Test, and Program Review data to monitor student growth. Our Foster Grandparent Reading Programs, Save the Children, Math Intervention, and 21st Century programs contribute greatly to the success of our students. We have high expectations for all students and continue to work hard to ensure that our students receive a quality education.

For the 2018-2019 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress.

Based on 2017-2018 KPREP data 16.9% of students did not earn growth points in reading and 34% of students did not earn growth points in math. So, our goal for 2018-2019 will be to decrease the percentage of students not receiving growth points in reading from 16.9% to 8%. In math our goal will be to decrease the percentage of students not receiving growth points in math from 34% to at least 24%.

Based on 2017-2018 KPREP data 53% of fourth grade students scored proficient or distinguished in science. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in science from 53% to 60%.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in writing from 53% to 60%.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in social studies from 67% to 70%.

Teachers are attending various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers are participating in Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). These groups are made up of a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. District level content coaches have also been working with teachers to make adjustments in the curriculum to target these areas of need. 5th and 6th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To help us reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring sessions in the afternoon. These students then receive small group instruction for at least two hours two days a week. We analyze mid-year MAP data again in December to measure progress made in afternoon tutoring sessions.

To help us reduce the percentage of students scoring novice in reading, we'll continue the following reading instructional initiatives: RTI, Reading Rangers, Family Reading Night, STAR Reading, Cardinal Club reading instruction, Save the Children, Reading Recover intervention, CIM groups, literacy centers, AR point clubs, Accelerated Reader (AR), Eager Reader standards, and Independent Reader standards. Furthermore, our school will align the curriculum to ensure it's taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby



series, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve our reading, our school will continue to implement "Recipe for Reading: Multi-sensory Learning." To further differentiate reading instruction, our school will continue to implement Reading Eggs. It is a unique online site where children learn to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The program has been developed by a highly experienced team of educational teachers, writers and developers. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. It completely supports what children learn at school and helps to improve children's results at school.

To improve our vocabulary, our teachers are using Wordly Wise program for direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. The activities, peer sharing, and differentiated instruction allow the flexibility to meet the needs of today's varying student population. Research-based activities provide multiple exposures to vocabulary words. Peer sharing allows students to apply and extend their learning.

Teachers will also continue to use Myon and Study Island to supplement their students' practice of skills in reading and math. Students whose MAP scores indicate a weakness in these areas will be referred for tutoring to give them opportunities to practice skills and activities designed to address their individual areas of need.

To encourage students to read and go beyond their AR goals, our staff will continue to offer a new incentive. If students surpass their yearly AR goal, then we reward them with an AR Point Club t-shirt. Each grade level can qualify for a different AR Point Club shirt. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To improve behavior, our school is implementing Pearson Review360. Review360 allows general education teachers to screen for behavior issues before they become a problem in the classroom. It provides consistent intervention measures, resulting in increased academic success in any classroom setting.

To help us reduce the percentage of students scoring novice in math, MIT team is meeting regularly and sharing strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need. The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in those grades.

We are also using yearlong Number Talks program. This program includes 180 days of number talk lessons that are specifically designed for each grade level engage the students in mathematical discourse. This resource contains 390 number talks slides/pages and 30 different number talk activity types based on the Common Core Standards. Each unit addresses different standards and gets progressively more challenging as students develop their mathematical skills.

### **Additional Information**

The staff of Whitley Central Primary will continue to analyze student performance data and reflect upon teaching practices to ensure that students receive the best education possible. Teachers, the principal, and other staff have an excellent working rapport and will work cooperatively to maximize their instructional opportunities to meet the needs of all students. Through hard work, dedication, and a willingness to employ innovative, research-based instructional methods, our staff will continue to help students demonstrate maximum growth and achievement.

## **Phase Three: Comprehensive Improvement Plan for Schools**

### **Phase Three: Comprehensive Improvement Plan for Schools**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 01/14/2019

Status: Locked

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

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

**Operational definitions of each area within the plan:**

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

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

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

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

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

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

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


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

N/A

### ATTACHMENTS

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder Primary	Comprehensive Improvement Plan	

## PRIMARY

### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

#### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.



PRIMARY

1: Proficiency

State your Proficiency Goal

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 77.4% to 82% in 2021.																																					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2018-5-2019</td><td>Classroom Teachers</td><td>Instructional</td></tr><tr><td>1B</td><td>9/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1C</td><td>9/2018-5/2019</td><td>Angela Bowlin</td><td>21<sup>st</sup> Century</td></tr><tr><td>1D</td><td>10/2018-5/2019</td><td>Brandon Anderson</td><td>No Funding Required</td></tr><tr><td>1E</td><td>10/2018-5/2019</td><td>Teachers</td><td>Striving Readers’ Literacy Grant</td></tr><tr><td>2A</td><td>9/2018-5/2019</td><td>SBDM Council</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers	Instructional	1B	9/2018-5/2019	Classroom Teachers	No Funding Required	1C	9/2018-5/2019	Angela Bowlin	21 <sup>st</sup> Century	1D	10/2018-5/2019	Brandon Anderson	No Funding Required	1E	10/2018-5/2019	Teachers	Striving Readers’ Literacy Grant	2A	9/2018-5/2019	SBDM Council	No Funding Required	2B	9/2018-5/2019	Classroom Teachers	No Funding Required
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																
Objective 1: Collaborate to increase the overall reading and math proficiency ratings for all students from 77.4% to 78.9% by 2019.	1. Design and Deploy Strategies	<b>A.</b> Students will use Study Island, Reading Eggs, Math Seeds, and Myon to work grade level content specific targeted areas based on MAP data.	STAR and MAP Reports	8/2018-5/2019	See chart above																																
		<b>B.</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	9/2018-5/2019	See chart above																																
		<b>C.</b> 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	9/2018-5/2019	See chart above																																
		<b>E.</b> 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	10-2018/5-2019	See chart above																																

PRIMARY

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 77.4% to 82% in 2021.

	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	9/2018-5/2019	See chart above
Objective 2:		B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	STAR, MAP, IOWA, KPREP, Brigance and summative assessment data	9/2018-5/2019	See chart above

PRIMARY  
2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 53.9% in 2018 to 61.9%; in social studies from 66.1% % to 76%; and in writing 58.5% to 67.2% by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>2A&amp;B</td><td>9/2018-5/2019</td><td>Lisa Sweet, Principal, Ruth Osborne (district science coordinator)</td><td>Instructional &amp; PD Funds</td></tr><tr><td>2C</td><td>8/2018-5/2019</td><td>Principal</td><td>Instructional Funds</td></tr><tr><td>2D</td><td>10/2018-5/2019</td><td>Principal, and Laurel Bowlin(district writing coordinator)</td><td>Instructional Funds</td></tr><tr><td>2E</td><td>10/2018-5/2019</td><td>Principal/Classroom Teachers</td><td>Striving Readers' Literacy Grant</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Strategy/Activity	Timeline	Person Responsible	Funding Source	2A&B	9/2018-5/2019	Lisa Sweet, Principal, Ruth Osborne (district science coordinator)	Instructional & PD Funds	2C	8/2018-5/2019	Principal	Instructional Funds	2D	10/2018-5/2019	Principal, and Laurel Bowlin(district writing coordinator)	Instructional Funds	2E	10/2018-5/2019	Principal/Classroom Teachers	Striving Readers' Literacy Grant				
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 53.9% in 2018 to 56.6% by 2019. Increase the percentage of students scoring proficient/distinguished in social studies from 66.1% in 2018 to 69.4 by 2019. Increase the percentage of students scoring proficient/distinguished in writing from 58.5% in 2018 to 61.4 by 2019.	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	9/2018-5/2019	See chart above
		B. Teachers will implement Social Studies & Science LDC teaching tasks. The LDC allows teachers to infuse their existing curricula with literacy instruction, translating their discipline-specific content into CCRS alignment to enhance student learning in social studies and science.	LDC coding tasks and Social Studies KPREP data	8/2018-5/2019	See chart above
		C. Teachers will implement ReadWorks resources to teach the concepts of reading comprehension to students in social studies. Units have been designed around popular read	Formative and summative assessment, Social Studies KPREP data	10/2018-5/2019	See chart above

PRIMARY

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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.			
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KPREP data	8/2018-5/2019	See chart above
		E. Teachers will implement 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	10-2018-5/2019	See chart above
Objective 2					

PRIMARY

3: Gap

State your **Gap** Goal

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 74.6% to 78.3% in 2021.																																									
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2018-5-2019</td><td>Classroom Teachers/Principal</td><td>Instructional</td></tr><tr><td>1B</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2018-5/2019</td><td>MIT &amp; Title I Teachers</td><td>No Funding Required</td></tr><tr><td>1E</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>Striving Readers’ Grant</td></tr><tr><td>2A</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>8/2018-5/2019</td><td>Classroom Teachers/SBDM</td><td>No Funding Required</td></tr><tr><td>2C</td><td>8/2018-5/2019</td><td>FRC/Principal /Meleesha Hooper/Teachers</td><td>McKinney-Veto Grant/FRC</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers/Principal	Instructional	1B	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1C	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1D	8/2018-5/2019	MIT & Title I Teachers	No Funding Required	1E	8/2018-5/2019	Classroom Teachers/Principal	Striving Readers’ Grant	2A	8/2018-5/2019	Classroom Teachers	No Funding Required	2B	8/2018-5/2019	Classroom Teachers/SBDM	No Funding Required	2C	8/2018-5/2019	FRC/Principal /Meleesha Hooper/Teachers	McKinney-Veto Grant/FRC
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																																				
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 74.6% to 75.8% by 2019 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, Mathseeds, Reading Eggs, Myon and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2018-5/2019	See chart above																																				
		<b>B.</b> Each day Kindergarten through 2 <sup>nd</sup> grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2018-5/2019	See chart above																																				
		<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	8/2018-5/2019	See chart above																																				
		<b>D.</b> MIT and Reading Recovery Title I teachers will provide students with	RTA, MIT, & Title I	8/2018-5/2019	See																																				

PRIMARY

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the gap group (free-reduced) from 74.6% to 78.3% in 2021.					
	2. Review, Analyze and Apply Data	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.	schedules, STAR Reports, MAP, IOWA, & KPREP data		chart above
		<b>E.</b> Collaborate, co-teach and support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the need of the students.	PLC minutes, formative assessment data	8/2018-5/2019	See chart above
		<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, Reading Eggs, Mathseeds, Myon, Readworks	Individualized progress reports from Study Island, Reading Eggs, Myon, and Mathseeds	8/2018-5/2019	See chart above
		<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	8/2018-5/2019	See chart above
		<b>C.</b> 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	8/2018-5/2019	See chart above

PRIMARY

4: Graduation rate

State your **Graduation rate** Goal

Goal 4: N/A					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

PRIMARY

5: Growth  
State your **Growth** Goal

Goal 5: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 23.8 by 2021.																																					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2018-5-2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1B</td><td>8/2018-5/2019</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2018-5/2019</td><td>Classroom Teachers</td><td>Striving Readers' Grant</td></tr><tr><td>2A</td><td>10/2018-5/2019</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2018-5/2019</td><td>Angela Bowlin</td><td>21<sup>st</sup> Century</td></tr><tr><td>2C</td><td>10/2018-5/2019</td><td>Principal</td><td>No Funding Required</td></tr></table>		Strategy/Activity	Timeline	Person Responsible	Funding Source	1A	8/2018-5-2019	Classroom Teachers/Principal	No Funding Required	1B	8/2018-5/2019	Classroom Teachers/Principal	No Funding Required	1C	8/2018-5/2019	Classroom Teachers	No Funding Required	1D	8/2018-5/2019	Classroom Teachers	Striving Readers' Grant	2A	10/2018-5/2019	Classroom Teachers	No Funding Required	2B	9/2018-5/2019	Angela Bowlin	21 <sup>st</sup> Century	2C	10/2018-5/2019	Principal	No Funding Required
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Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding																															
Objective 1: Increase the student growth percentile from 17.8% to 19.8% in 2018.	1. Design, Align and Deliver Support	<b>A.</b> Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs.		MAP, formative & summative assessment data, PLC minutes	8/2018-5/2019	See chart above																															
	Review, Analyze and Apply Data	<b>B.</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		Lesson plans, Benchmark data, individualized reports from Study Island, Reading Eggs,	8/2018-5/2019	See chart above																															



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Goal 5: Increase the average combined reading and math growth in grades 4-6 from a growth indicator of 17.8 in 2018 to 23.8 by 2021.					
		Island, Reading Eggs, Mathseeds, Myon, and other math/reading computer applications and programs.	Mathseeds, Myon		
		<b>C.</b> Teachers will utilize MAP reports to identify student weaknesses in math/reading and will make instructional decisions accordingly. Teachers will identify students who do not meet benchmarks on the MAP reports to target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to create individual learning plans and provide differentiated instruction.	MAP, benchmark data, student learning plans	8/2018-5/2019	See chart above
		<b>D.</b> Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2018-5/2019	See chart above
Objective 2:	2. Design and Deploy Standards	<b>A.</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, KPREP, IOWA, and summative assessment data	10/2018 – 5/2019	See chart above
		<b>B.</b> 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.	MAP, KPREP, IOWA, and summative assessment data	9/2018-5/2019	See chart above
		<b>C.</b> Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, KPREP, and summative assessment data	10/2018-5/2019	See chart above

6: Transition readiness

State your **Transition readiness** Goal

Goal 6: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4 in 2018 to 87.4 in 2021.							
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.			
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				1A	8/2018-5-2019	Classroom Teachers	No Funding Required
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				1C	9/2018-5/2019	Angela Bowlin	21 <sup>st</sup> Century
				2A	10/2018-5/2019	Principal	No Funding Required
				2B	9/2018-5/2019	Principal, Paula Rickett, Laurel Bowlin	No Funding Required
2C	8/2018-5/2019	Principal	Instructional Funds				
Objective	Strategy	Activities to deploy strategy		Measure of Success	Progress Monitoring Date & Notes	Funding	
Objective 1: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4% to 80.7 in 2019.	1. Design and Deploy Strategies	<b>A.</b> Students will use Study Island, Reading Eggs, Mathseeds, and Myon to work grade level content specific targeted areas based on MAP data.		Individualized reports from Study Island, Reading Eggs, Mathseeds, Myon, MAP data	8/2018-5/2019	See chart above	
		<b>B.</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	10/2018-5/2019	See chart above	

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Goal 6: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 77.4 in 2018 to 87.4 in 2021.

		<b>C.</b> 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.	MAP, STAR, IOWA, KPREP, and summative assessment data	9/2018-5/2019	See chart above
Objective 2:	2. Design, Align and Deliver Support	<b>A.</b> Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week.	MAP, STAR, IOWA, KPREP, and summative assessment data	10/2018-5/2019	See chart above
		<b>B.</b> 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	9/2018-5/2019	See chart above
		<b>C.</b> Teachers will implement Social Studies & Science LDC teaching tasks. The LDC allows teachers to infuse their existing curricula with literacy instruction, translating their discipline-specific content into CCRS alignment to enhance student learning in social studies and science.	LDC coding tasks and Social Studies KPREP data	8/2018-5/2019	See chart above

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7: Other (optional)

State your Other Goal (optional)

Goal 7:					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					

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Goal 7:

Objective 2:					

## **2018-2019 Phase Three: Closing the Achievement Gap Diagnostic**

### **Phase Three: Closing the Achievement Gap Diagnostic**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/10/2018

Status: Locked

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.  
Complete the Achievement Gap Group spreadsheet and attach it.  
see attachment

### **ATTACHMENTS**

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



## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

see attachment

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

see attachment

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

see attachment

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

see attachment

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

see attachment

### **ATTACHMENTS**

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

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

see attachment

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

see attachment

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

see attachment

#### **ATTACHMENTS**

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

#### Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.




see attachment

#### **ATTACHMENTS**

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

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Closing the achievement gap summary spreadsheet	Closing the achievement gap summary spreadsheet	III
 achievement gap analysis	gap analysis	II, E
 closing the achievement gap spreadsheet	achievement gap spreadsheet	I

Gap Group/Total number of students	Percentage of Total School Population
WCIS students eligible for Free/Reduced 325	71.7%
WCIS students with IEP (disabilities) 123	27%
WCP students eligible for Free/Reduced 361	78.2%
WCP students with IEP (disabilities) 90	20.0%

### **A. Schools climate & culture as they relate to its gap population**

Whitley Central Intermediate School provides a positive school climate where individuals feel valued, cared for and respected regardless of free/reduced lunch status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 78.2% of the student population is eligible for free/reduced meals, and 20% of the student population receives special education services. At the Intermediate 76.7% of the student population is eligible for free/reduced meals, and 27% of the student population receives special education services. Because the gap group makes up nearly 80% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

### **B. Analyzing gap trends**

There are several gap groups we have successfully closed. In the area of Reading, **Students with Disabilities** scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018.

In the area of Math, **Students with Disabilities** went from 60.2% in 2015-16 to 59.8% in 2017-2017 to 82% in 2017-2018.

In the area of Writing, **Students with Disabilities** scores have increased from 18.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018.

In the area of Social Studies, **Students with Disabilities** scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018.

In the area of Reading in 2015-2016, 62.5% of **Students Eligible for Free/Reduced Meals** scored proficient/distinguished. In 2016-2017 that percentage decreased to 60.7%. But last year in 2017-2018 that percentage increased to 75.7%.

In the area of Math in 2015-2016, 54.2% of **Students Eligible for Free/Reduced Meals** scored proficient/distinguished. In 2016-2017 that percentage decreased to 52.5%. But last year in 2017-2018 that percentage increased to 73.5%.

In the area of Writing in 2015-2016 39.5% of **Students Eligible for Free/Reduced Meals** scored proficient/distinguished. In 2016-2017 that percentage increased to 51.9%. But last year in 2017-2018 that percentage decreased to 48.9%.

In the area of Social Studies in 2015-2016, 75% of **Students Eligible for Free/Reduced Meals** scored proficient/distinguished. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern.

**C. Gap data, identify the gap groups & content areas where the school has shown improvement**

**Students with Disabilities** –There has been continued growth over the past three years from 2015 to 2018 in the following areas:

Reading- Scores have increased from 67.7% - 72.6% - 85.2%.

Math – Scores have increased from 60.2% -59.8% -82%.

Writing – Scores have increased from 16.6% - 29.2% - 51.6%.

**Students Eligible for Free/Reduced Meals** - There has been growth over the past three years from 2015 to 2018 in the following areas:

Reading- Scores have increased from 62.5% - 60.7% - 75.7%.

Math – Scores have increased from 54.2% -52.5% -73.5%.

**D. Gap data, lacked progress or regressed**

Progress was made in almost all areas in the 2017-2018 school year. The only two areas that regressed for the 2017-2018 school year are the following:

**Students Eligible for Free/Reduced Meals** – Regression was shown over the past three years from 2015-2018 in the following areas:

Writing – Scores decreased from 39.5% - 51.9% - 48.9%

Social Studies – Scores decreased from 75% - 72.2% - 61%

**E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.**

Our school's professional development and extended school service will continue to be based on individual teacher needs as evidenced by teacher evaluations, teacher's self-reflections, professional growth plans and student needs. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services. 21st CCLC will continue to use a needs assessment to determine programs to be offered to address specific instructional needs, and programs will be offered to all students, with at-risk students being encouraged to participate in programs specifically designed to address their deficiencies and advance their strengths. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. The District Writing Specialist will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during

writing activities and providing team teaching opportunities to special education classes during pull-out sessions.

**F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.**

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect, excellent, and outstanding attendance. The past couple years we provided rewards for perfect attendance at the end of each grading period; however, this year, we have begun rewarding students daily by recognizing the classes each day that have perfect attendance. We also provide rewards monthly for the classes that have had perfect attendance during the month and the highest percentage during the month for each grade level. Mid-way through the grading period we provide further incentives for being at school every day, as students with poor attendance in the past were already beginning a pattern of absences in the first month of school.

Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Many times our third grade students come from our feeder school, Whitley Central Primary (WCCP), performing below grade level when they come to third grade. At WCCP the pre-school program uses the Dial-4 assessment which provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores for the areas of Motor, Concepts, Language, Self-Help, and Social Development. The kindergarten teachers use the Brigance to assess kindergarten readiness across key domains that align to Kentucky's definition of school readiness. According to data collected from the beginning of preschool and kindergarten, many of the students' scores indicate they are not socially or academically prepared for school and are, therefore, already behind their same age peers when they enter school. Students identified in pre-school as having a developmental delay receive intervention services, as do students in kindergarten who continue to perform below grade level.

WCCP and WCIS will continue various interventions and monitoring of their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21<sup>st</sup> Century and Save the Children grants.

**G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.**

Whitley Central Intermediate School involves all stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. We review all relevant student academic performance data and include an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support



personnel, and other stakeholders. Our teams analyze assessment data to determine the needs of our school. The goals are determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP, and IOWA Achievement test for grade 2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey are the primary sources of data. Our teams also analyze teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. We use PLC meeting times for total data analysis to drill down on reports. This valuable information helps our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data is available, it is discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership. We look at the data from individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. The CSIP is then sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

Susan Brashear, Principal

3rd Grade Lead Teacher, Jodie Gambrell

4th Grade Lead Teacher, Cindy Moses

5<sup>th</sup> Grade Lead Teacher, Crystal Lyttle

6<sup>th</sup> Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

Math Intervention Teacher, Elizabeth Kidd



Reading Intervention Teacher, Jennifer Meadors

Site Base Decision Making Council Members: Bryan Stewart (teacher), Cindy Moses (teacher), Elizabeth Kidd (teacher), Stephani Patrick (parent), Sherry Sulfridge (parent)

Whitley Central Primary Principal, Brandon Anderson


Whitley Central Primary 2<sup>nd</sup> Grade Lead Teacher, Michelle Shelley

Whitley Central Primary 1<sup>st</sup> Grade Lead Teacher, Lisa Sweet


Whitley Central Primary Kindergarten Lead Teacher, Vicky Walden


Whitley Central Primary School Teachers

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Measurable Gap Goal	Strategy to Address Goal	Activities to Implement Strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase the percentage of students scoring proficient/distinguished in reading and math who qualify for free/reduced lunch.	(A) Design, align, and deliver support processes with sub-group focus (B) Review, Analyze and Apply Data Results (C) Design, Align, and Deliver Support Class room Activities				
<p><b>Objective 1:</b> Collaborate to increase the percentage of students scoring proficient/distinguished in reading who qualify for free/reduced lunch from 75.7% to 77.9% by 2019 as measured by KPREP delivery targets.</p> <p><b>Objective 2:</b> Collaborate to increase the percentage of students scoring proficient/distinguished in math who qualify for free/reduced lunch from 73.5% to 74.7% by 2019 as measured by KPREP delivery targets.</p>		<p>(A) – MIT, Title I teaches will provide students with small group instruction in order to individualize instruction to enhance reading scores. (A) – Students attending Save the Children Program &amp; 21<sup>st</sup> Century Program will participate during and after school programs to enhance reading skills. (A) – Morning homework help sessions are made available 4 days/week before school. (A) – Family Reading &amp; Math Nights to increase parent/guardian involvement and awareness. (A) – Assess students with universal screener to determine need for RTI Intervention. Then provide research based</p>	<p>RTA/MIT Teachers</p> <p>April Bowman &amp; Tonya Frazier WCIS/Angela Bowlin &amp; Joy Begley WCP</p> <p>April Bowman &amp; BJ Shriner WCIS/rotational teacher @ WCP</p> <p>MIT &amp; RR Teachers</p> <p>Teachers &amp; Principal</p>	<p>Analysis of formative/summative assessments, STAR, MAP, Reports from Study Island, Reading Eggs, Mathseeds, Myon, and reviewing the Watch List</p>	<p>Grant Funds</p> <ul style="list-style-type: none"> <li>Save the Children</li> <li>21<sup>st</sup> Century</li> <li>RTA</li> <li>MIT</li> <li>Title I Funds</li> </ul> <p>FRC</p> <p>No Funding</p>

PRIMARY

			strategy in math and reading to decrease achievement gaps. (A) – Daily DOL practice for K-6 grade students (A) – Use technology as a resource for teachers and students to introduce and practice content. (A) – Academic support administered in after school tutoring clubs to support and reinforce math & reading content. (A) – Students work in small group ability level setting to work on specific content for 30 minutes daily. (A) – Flexible special class schedule allows students to receive an extra hour of language and math practice weekly. (B) – Teachers utilize various data such as MAP, Study Island, etc. To identify student weaknesses in math and reading. Teachers create individual learning plans for students based on analyzed data. (B) – Teachers & principal meet in weekly PLCs to analyze formative and summative assessment data, identify gaps in instruction and learning and plan strategies to close instructional gaps. (B) – 21 <sup>st</sup> Century	 → Teachers → Teachers & Principal → Teachers & Principal → Teachers → Principal & Special Class Teachers → Teachers & Principal → Teachers & Principal		
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		coordinator uses MAP & STAR data to track student progress and to identify students who need to be included in the program to receive more support in reading and math. (B) – Teachers and SBDM council review student performance data to monitor progress. (C) - Teachers will deploy strategies and resources (iReady Writing, Wordly Wise Vocab, Scholastic Magazines, Zaner-Bloser Handwriting, Literacy & Math Design Collaborative, leveled Readers, and Library Books) to enhance and enrich curriculum and support students' specific academic needs.	April Bowman WCIS Angela Bowlin WCP Teachers/SBDM Teachers		Striving Readers' Literacy Grant

## **2018-2019 Phase Three: Title I Annual Review**

### **Phase Three: Title I Annual Review**

#### **Whitley County Central Primary School**

Brandon Anderson  
520 Boulevard Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

Last Modified: 12/05/2018

Status: Locked

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## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### **ATTACHMENTS**

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



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## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities **necessary** to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### **ATTACHMENTS**

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

## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the **processes** and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### **ATTACHMENTS**

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

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### **ATTACHMENTS**

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

## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### ATTACHMENTS

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

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### ATTACHMENTS

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








4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

see attachment

### ATTACHMENTS

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 4A evaluation of schoolwide program	4A evaluation of schoolwide program	4A
 4B evaluation of schoolwide program	4B evaluation of schoolwide program	4B
 4C evaluation of schoolwide program	4C evaluation of schoolwide program	4C
 family engagement 3A	family engagement 3A	3A
 family engagement 3B	family engagement 3B	3B
 schoolwide plan	schoolwide plan	2
 title 1 needs assessment	title 1 needs assessment	1

## 2018-2019 KDE Title I Annual Review

### **Comprehensive Needs Assessment**

Whitley Central Primary and our stakeholders used the school report card, MAP, Brigance Screener for pre-K, and IOWA Achievement test for Grade K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input, and various district program reports in order to identify objectives, strategies, and activities.

The data identified several needs. According to the Brigance, 46% of our student are not kindergarten ready. For the 2018-2019 school year, we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress.

Based on 2017-2018 KPREP data, 16.9% of students did not earn growth points in reading and 34% of students did not earn growth points in math. So, our goal for 2018-2019 will be to decrease the percentage of students not receiving growth points in reading from 16.9% to 8%. In math our goal will be to decrease the percentage of students no receiving growth points in math from 34% to at least 24%.

Based on 2017-2018 KPREP data, 53% of fourth grade students scored proficient or distinguished in science. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in science from 53% to 60%.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in writing from 53% to 60%.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Our goal for 2018-2019 will be to increase percentage of students scoring proficient or distinguished in social studies from 67% to 70%.

These are the most critical areas in which we will focus much of our attention in the next school year.

Teachers will design instruction based on student need and ability. Teachers will present math and reading instruction in a small group setting to allow more differentiation of instruction. Teachers will guide the design of their instruction based on student performance of Brigance, MAP, STAR, KPREP, and classroom performance. The funding allocated for Title I teachers and resources are vital to the success of the students at Whitley Central Intermediate School. These teachers and resources allow students to benefit from more small group instruction and valuable instructional materials they would not have without Title I funding.

## Title I Annual Review

### 2. Schoolwide Plan

The schoolwide improvement plan continues to be implemented as written. The strategies that were implemented as part of the school wide program requirements were effective. Our teachers and staff will collaborate to decrease the number of students scoring novice in math and in reading. We want students to benefit from differentiation of math and reading instruction in small group setting based on student need. All goals, objectives, and strategies and/or activities are developed with the intent to increase student achievement and to close the achievement gap. Teachers strive to promote student achievement and meet the needs of each individual student.

The strategies selected were based on best practices and scientific research according to the needs of specified groups or even individual needs of students. All school team members are continually striving for high levels of student achievement. The plan is implemented to assure student achievement. Teachers meet weekly to review and analyze data and strategies to monitor growth and achievement.

Teachers will use Reading Eggs, Mathseeds, Myon, Study Island, Envision Math, Touch Math, Go Math, Accelerated Reader and various computer applications to provide intervention, reinforcement, and enrichment to student learning. Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will utilize MAP reports to identify student weaknesses in math and reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction. Whitley Primary School is providing the opportunity and incurring the cost of sending three additional teachers to attend trainings with our math and reading intervention teachers. These teachers are bringing back information and strategies learned at these trainings and sharing with other teachers at WCIS. Kentucky Center for Mathematics representatives periodically visit these teachers to support implementation of their training at these meetings.

Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness. Teachers monitor the intervention strategies and student growth through weekly probes. Students will be actively engaged in an aligned and rigorous mathematics and reading curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics and Reading Assessment.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will meet in weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs. Teachers will use various math and reading resources such as Study Island, Touch Math, Envision Math, and Go Math supplemental resources to enhance student learning in math. Teachers will align our mathematics instruction more closely to the KACS. Teachers will participate in PLCs with the district math and reading consultants to learn new math strategies, implement them in the classroom, design formative and summative assessments that are aligned to KACS, analyze student data and improve student growth in mathematics.

The STAR Reading assessment will be given three times a year (fall, winter, spring). Teachers will utilize STAR Reading reports for screening, instructional planning, progress monitoring, and state standards for college and career readiness benchmarking. Teachers will use the data to target skill-specific, actionable data to target instruction and practice, select students for intervention, and predict performance on summative exams. Teachers also use the report to monitor student growth percentiles.

To provide additional reading support, staff members work with select groups of struggling readers during the school day to provide tutorials in phonics, sight word growth, vocabulary enhancement, and comprehension. Teachers will use literacy centers to differentiate learning in the classroom. The centers are leveled by STAR and MAP data and designed to provide differentiated materials on students' ability levels to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.

Students will receive differentiated reading instruction in small intervention/enrichment groups based on their needs. The leveled literacy intervention curriculum will be used for Tier III reading students. Enrichment students will use leveled readers, above level chapter books, and above level nonfiction texts. Differentiated literature circles will occur for approximately 45-60 minutes daily. Teachers will encourage the use of higher order questions and rich discussion between students to increase comprehension of the texts.

All goals, objectives and strategies and/or activities are developed with the intent to increase student achievement and student confidence and to close the achievement gap. Teachers strive to meet the needs of each individual student.



## Title I Annual Review

### 3A. Family Engagement

We have a very effective parent and family engagement program at our school. To promote community/school collaboration a variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other to enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience.

Our district wide Parents and Volunteer Educators (PAVE) Program encourages parents, guardians, grandparents, and community members to volunteer in the school. PAVE members must go through a screening process and a criminal background check before being approved for the program. Once being approved for the program, volunteers may volunteer at the school or chaperone during a field trip. All volunteers are required to sign-in and out at the front office and wear an identification badge while in the school or on a field trip. Parents who are PAVE volunteers are often asked to work in classrooms with students. They are provided opportunities to read to students or help with various activities. Parents are often consulted on ideas and strategies that would help promote more student achievement for their child. The success of our PAVE program is documented by logging the total numbers of hours volunteered at our school and our district. We honor the PAVE volunteer with the most hours at the end of the year at our awards ceremony. We also have parent representatives on our SBDM Council who help make decisions about programs, selection of teachers, placement, and activities for our students.

Our Family Resource Center (FRC) assists students and families by sponsoring programs to support families and enhance learning. They organize workshops and events to foster collaboration among the community and school. The FRC collaborates with teachers and administrators to implement programs to help students be successful. The Family Resource Coordinator plans with the school and community to make needed resources available to students and families. The FRC assists parents and caregivers with the many needs of supporting children such as educational, social and emotional needs of the child and the caregiver. FRC works with teachers to help plan activities for Family Nights. Title I supplies a healthy snack for each Family Night meeting. During these family partnered events we often collaborate with teachers and students from the primary school. Our two schools often bring our Kindergarten through sixth grade students together when we have these scheduled family events. It is our hope that we can build more collaboration between parents, students, and teachers so that the needs of all students, parents, and teacher can be met more effectively. The success of our program is documented by sign-in sheets and logs verifying the how they assisted students and families.

Whitley Central Primary plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. We have monthly Family math and reading nights to provide a specific time for parents to come into the school and work side by side with their children on reading and math activities in hopes of promoting student achievement in reading and math. We invite parents to come to



Open House and parent teacher conferences throughout the school year. Parents are invited for various programs and school performances throughout the school year. Our school also hosts family meals in which the parents are invited to come to the school to eat a meal with their child or grandchild. The success of our program is documented by sign-in sheets and logs verifying the total number of students and families.

We always welcome ideas from our parents about their involvement in their child's educational program. Parents and community members are always invited and reminded of monthly SBDM meetings to give them the opportunity to have input on decision making for the school. We work closely with the parents at our school to provide support for the needs of our students. We specifically plan to have activities in our school to promote parental involvement. We try to work with parents when scheduling important school events such as awards day, parent teacher conferences, and open house to ensure it is timed so a larger amount of participation can take place. Our goal is to promote parental involvement while also promoting and stimulating student achievement.

We also schedule six Adult Skill Building Activities and Family Engagement Activities throughout the year with our 21<sup>st</sup> Century program. We offer Adult Skill Building Activities such as: Completing the FAFSA/College Application, How to Further Your Education, Drug Awareness/Trends, Social Media/ Internet Safety, Literacy/Finding AR Books, Financial Literacy/Couponing, CPR/First Aid, Health and Safety, Healthy Relationships, Time Management/Organization, Health and Nutrition, Infinite Campus/Parent Portal/Google Classroom, Job Skills/Work Readiness/Resume, GED Classes/ESL Classes, Communicating with School Staff, Using Online Resources or Software (MyOn), School Safety, Distracted Driving, Afterschool Programming Orientation, and Understanding Test Scores or ILP. We also offer Family Engagement Activities such as: Family Literacy Night, Family STEM/STEAM Night, Lights On, Afterschool Student Performances, Family Game Night, Family Math Night, Christmas/Holiday Showcase, Family Movie Night, and Students/Families Preparing Meals. The success of our Adult Skill Building Activities and Family Engagement Activities is documented by sign-in sheets and logs verifying the total number of students and families. It is also reported in the 21<sup>st</sup> CCLC center profile report in Cayen.

3B. We will change some of the six Adult Skill Building Activities and Family Engagement Activities offered next year to ensure parents are exposed to different things.

**Title I Annual Review  
Evaluation of School Program**

**4A.**

Our school's Title I schoolwide plan is annually evaluated using data from state assessments, all relevant student performance data, and perception data. All goals, objectives and strategies and/or activities are developed with the intent to increase student achievement and student confidence and to close the achievement gap. Teachers strive to meet the needs of each individual student. The evaluation process consists of analyzing and desegregating data from various data sources. Those data sources include formative and summative assessments, attendance data, counselor data, MAP and STAR reports three times yearly, and yearly KPREP data. During PLC meetings grade level teachers, special education teachers, and intervention teachers create individual learning plans to track each student's progress. Those plans are revisited every other week to ensure that students are making steady progress. During PLC meetings teachers continually converse with principal and board administration about strategies to help students continually progress. If chronic attendance problems seem to be a barrier several measures are taken to try to encourage better attendance. In collaboration with the District Pupil Personnel Director, the attendance clerk, and principal, parents and students are invited to an intervention meeting to inform and encourage guardians and students about the importance of good attendance. Attendance numbers are evaluated daily, weekly, and monthly to promote better attendance in the school and throughout the district.

**Title I Annual Review  
Evaluation of School Program**

**4B**

Based on our evaluation results, all components of the schoolwide program at our school were the very effective in increasing the achievement of students in meeting the state's academic standards, particularly for those who had been furthest from achieving the standards.

Teachers used IXL, Study Island, Envision Math, Reflex Math, Go Math, Accelerated Reader, Spelling City and various computer applications to provide intervention, reinforcement, and enrichment to student learning. Teachers are utilizing the Houghton Mifflin Reading Series that is aligned with the Common Core Standards which contains leveled fiction and nonfiction texts to provide rigorous and aligned instruction as well as weekly formative assessments. The series also contains leveled readers that help systematically focus on grade level reading skills. Teachers will collaborate and utilize resources in social studies, science, and writing to enhance instruction. We will continue to utilize district support staff to support us in all content areas, but especially in writing and social studies.

Classroom teachers, Title I teachers, special education teachers, and intervention teachers will utilize MAP reports to identify student weaknesses in math and reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to provide differentiated instruction. Whitley Intermediate School is providing the opportunity and incurring the cost of sending additional teachers to attend trainings with our math and reading intervention teachers. These teachers are bringing back information and strategies learned at these trainings and sharing with other teachers at WCIS. Kentucky Center for Mathematics representatives periodically visit these teachers to support implementation of their training at these meetings.

Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to the individual student needs with ways to determine effectiveness.

Teachers monitor the intervention strategies and student growth through weekly probes. Students will be actively engaged in an aligned and rigorous mathematics and reading curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics and Reading Assessment.

Title I Annual Review  
Evaluation of School Program

4C

There are several revisions to our next year's schoolwide plan based on the results of the evaluation. We are constantly revising individual student plans throughout the year based on student need and progression. We will continue implementing all components of our schoolwide program to increase student achievement. Two new things we want to offer to increase reading and math achievement scores will be implemented with collaboration of our Family Resource Center. During our Family Reading Nights we hope to offer an opportunity for parents and community members, along with the principal, to participate in a read aloud with the students. We hope that this will encourage students to become lifelong readers and foster an even deeper love for reading.

Our FRC coordinator teamed up with our librarian this year to establish a Readers Becoming Leaders program. Next year we hope to extend that same concept to math incorporating a multiplication program. The multiplication program will offer opportunities and challenges to students to help them learn and maintain their multiplication facts.

We are working with Save the Children and community partners to increase our Kindergarten Readiness. STC and our community partners are hosting play and learn groups weekly at various sites. The program has activities that focus on the skills needed entering Kindergarten.

MIT team is helping implement **Number talks** in our daily instruction to increase student performance. The number talks get all students involved, help them strengthen fluency, intuition, and mental math strategies, improve students' ability to explain and critique solutions, and allow teachers a valuable window into their students' thinking.