2019-20 Phase Three: Executive Summary for Schools

2019-20 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: 11/13/2019
Status: Locked

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2019-20 Phase Three: Executive Summary for Schools

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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?

attachment

ATTACHMENTS

Attachment Name

📄 Description of the school

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.

attachment

ATTACHMENTS

Attachment Name

📄 School's Purpose

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.

attachment

ATTACHMENTS

Attachment Name

📄 Notable Achievements and Areas of Improvement

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

Additional Information

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Description of the school	description of the school	•
📄 Notable Achievements and Areas of Improvement	Notable Achievements and Areas of Improvement	•
📄 School's Purpose	School's Purpose	•

Executive summary diagnostic 2019-20

Description of school

Whitley 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 36,242 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 $18,463 – well below the state average of $25,888. Of the county's population, 26.5% is below the poverty level. This is much higher than the 16.9% state average. 80% 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 464 students Preschool through grade 2. 23% 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 21st 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 Central Primary believes that every student can learn.

Executive summary diagnostic 2019-20

Description of school

Whitley 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 36,242 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 $18,463 – well below the state average of $25,888. Of the county's population, 26.5% is below the poverty level. This is much higher than the 16.9% state average. 80% 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 464 students Preschool through grade 2. 23% 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 21st 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 Central Primary believes that every student can learn.

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 2018-2019 academic year, we are also particularly proud of our IOWA Achievement Test scores. Kindergarten-2nd grade were well above grade level in all areas. Another notable achieve was on the Brigance Kindergarten Readiness Screener. 58.2% of students were Kindergarten Ready on the Brigance K-screen. Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

Our AR Point Club_t-shirt incentive program inspired students to surpass their yearly AR goal. We had three students that were the District Top AR Point Earners in their grade level (Kindergarten, first grade, and second grade). We had several students earn above the 300 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.

Our sister school, Whitley Central Intermediate (WCIS), in the last three years, has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years and the new rating of 4 Star School. Based on 2018-2019 KPREP data, our school maintained high rates of proficient and distinguished and maintained low percentages of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. The number of students scoring novice in reading and math in the gap groups was also very low.

For the 2018-2019 school year, Whitley Central Intermediate's proficiency score was 91.3, 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 4 Star Schools by the South East South Central Cooperative. Below are some areas of notable achievement for WCIS for the 2018-2019 school year.

71.7% of 3rd grade students scored proficient or distinguished in reading.

68.3% of 3rd grade students scored proficient or distinguished in math

75% of 4th grade students scored proficient or distinguished in reading.

71.3% of 4th grade students scored proficient or distinguished in math.

71.4% of 5th grade students scored proficient or distinguished in reading.

64.8% of 5th grade students scored proficient or distinguished in math.

79.8% of 6th grade students scored proficient or distinguished in reading.

68.9% of 6th grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math maintained low percentages in all grade levels.

Third Grade – 7.1% of students scored novice in reading and 2.7% in math.

Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.

Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.

Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

Various areas of concerns & improvement plans:

Based on our 2019 Brigance Readiness data, our school will continue to inform parents of the readiness standards by sending information periodically throughout the school year. Teachers will continue to focus on readiness skills in the class room (alphabet, counting, sorting, personal information, body parts, math skills, conflict resolution, gross motor).

Based on 2018-2019 KPREP data, our school continued to maintain a low percentage of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. While our proficiency score dropped slightly from 95.3 to 91.3, our proficiency score was still rated very high.

For the 2019-2020 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. We will be intentional about identifying students who did not make growth in reading and math and create a plan for those students to ensure that we do everything possible to help those students achieve growth.

Based on 2018-2019 KPREP data our overall growth score was 54.4 which was rated low. We were .6 points away from medium growth which is 55. Our growth goal for 2019-2020 is to achieve a growth score of 57.4 or higher.

In 2017-2018 KPREP 53% of fourth grade students scored proficient or distinguished in science. Based on 2018-2019 KPREP data 55.6% of the fourth grade students scored proficient/distinguished in science. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in science from 55.6% to 57.1% or higher.

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Based on 2018-2019 KPREP data 49.5% of students scored proficient or distinguished in writing. Our writing goal for 2019-2020 is to increase the percentage of students scoring proficient/distinguished in writing from 49.5% to 51% or higher.

Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Based on 2018-2019 KPREP data 70.5% of students scored proficient or distinguished in social studies. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in social studies from 70.5% to 72% or higher.

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 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 increase growth and continue to 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 increase growth and continue to 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 is taught with fidelity using the following activities: Houghton Mifflin Harcourt Rigby series, differentiated reading instruction, professional learning communities, and the Read Well program along with the SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve our reading, our teachers will work with the reading intervention teacher, the title I reading teacher, and incorporate Study Island, Exact Path, and Myon. Our school will continue to implement the striving readers grant. It helps all students receive strong literacy support. The grant allows the purchase of additional leveled readers and Rigby readers for struggling and advanced readers. Reading Eggs, Spelling/vocabulary City, ReadWorks, Scholastic Readers,

Vocabulary City, and Generation X are all programs we'll continue to use to sustain reading success.

To improve our vocabulary, our teachers are using **Wordly Wise** Vocabulary 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 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 Exact Path and 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'll continue to implement the Math Plus One/Two Teacher. This is training for additional staff to implement Math intervention instruction in small groups and class rooms. Each year two more teachers are trained in our building. We currently have 6 of our 15 homerun teachers trained.

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.

Teachers will continue to implement Go Math along with Envision Math and Touchmath program for special education instruction. Furthermore, our teachers are participating in the Math Design Collaborative (MDC). It's 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. In addition, we have now included the Crazy 8s math program in our STC after school program to further improve our math.

We are also using Zearn Math with our students. It's a complete math program that provides Common Core aligned math lessons, personalized to individual learners, and based on Eureka Math. Lessons focus on three critical components: deep understanding, fluency, and problem-solving.

School's Purpose

The Whitley 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 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.

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

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eProve diagnostics

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

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

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review[*] Diagnostic

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

Brandon AndersonAugust 19, 2019

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 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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2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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

Attachment Name

📄 Protocol

Current State

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

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

See attachment

ATTACHMENTS

Attachment Name

Current State

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

See attachment

ATTACHMENTS

Attachment Name

📄 Priorities and concerns

Trends

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

See attachment

ATTACHMENTS

Attachment Name

📄 trends

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

Attachment Name

📄 potential source of problem

Strengths/Leverages

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

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

See attachment

ATTACHMENTS

Attachment Name

📄 strengths/leverages

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Current State	current state - needs assessment	•
📄 potential source of problem	potential source of problem	•
📄 Priorities and concerns	priorities and concerns	•
📄 Protocol	data review process	•
📄 strengths/leverages	strengths/leverages	•
📄 trends	trends	•

Needs Assessment

WCP: Trends
We see academic trends:
-An average of 53 of students at the Primary have been Kindergarten ready on the Brigance from 2016-18.
-An average of 43.8 of students at the Primary have NOT been Kindergarten Ready on the Brigance from 2016-18.
-Females have scored an average on 17.8 higher on the Brigance from 2016-2018.
-On the IOWA, Kindergarten decreased in grade equivalent of -0.2 in ELA from a high of 1.9 in 2017. However, kindergarten is still 0.7 above grade level in ELA.

WCIS: Trends
 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.
2018-2019 – 5.6% of students score novice in reading.
2018-2019 – 2% of students scored novice in math.

Over the past three years we have seen a continuing decrease in the amount of students scoring novice in reading and math. Our goal is for the numbers of novice to continue to decrease.

2017-2018 – Total Growth Indicator - 17.8
2017-2018 – Reading Growth Score – 21.3
2017-2018 – Math Growth Score – 14.3

2018-2019 – Total Growth Indicator – 55.4
2018-2019– Reading Growth Score – 58
2018-2019 – Math Growth Score –50.8

Growth scores from the past two years have increase. Our goal is to increase our growth score next year from 55.4 to 58.4.

The non-academic trends that we recognized from the past two-three years are a consistent number of students seeing or being referred to see our counselors on a regular basis and the steady number of behavior events in the past three years.

2016-2017 – Students seeing or referred to counselor - approximately 100
2017-2018 – Students seeing or referred to counselor - approximately 104
2018-2019 – Students seeing or referred to counselor - approximately 97

2016-2017 – 151 behavioral referrals
2017-2018 – 127 behavioral referrals
2018-2019 – 133 behavioral referrals

The number of students needing counseling services has stayed relatively close in range the past three years. 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. When students work through their social and emotional issues with the help of their parents or guardians and the counselor, they are able to devote attention and energy to the intellectual tasks at school.

WCP: Trends

We see academic trends:

-An average of 53 of students at the Primary have been Kindergarten ready on the Brigance from 2016-18.

-An average of 43.8 of students at the Primary have NOT been Kindergarten Ready on the Brigance from 2016-18.

-Females have scored an average on 17.8 higher on the Brigance from 2016-2018.

-On the IOWA, Kindergarten decreased in grade equivalent of -0.2 in ELA from a high of 1.9 in 2017. However, kindergarten is still 0.7 above grade level in ELA.

WCIS: Trends

Academic trends:

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Needs assessment

<u>Strengths/Leverages</u>

-On the IOWA Achievement Test, Kindergarten's grade equivalent was above grade level on ELA 1.7, Math 1.4, and Core Composite 1.6.
-On the IOWA Achievement Test, 1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.3, and Core Composite 2.5.
-On the IOWA Achievement Test, 2nd grade's grade equivalent was above grade level on ELA 3.6, Math 3.6, and Core Composite 3.6.
-The IOWA Achievement Test grade equivalent scores for 2nd grade have continued to increase from 2017-2019.
-58.2% of students were Kindergarten Ready on the Brigance K-screen.
-Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

KPREP proficiency data for the last two years show maintained high rates of proficient and distinguished in the areas of reading and math in all grade levels. The data also shows a continued decrease in the percentage of students scoring novice in reading and math over the past two years.

2017-2018 KPREP Proficiency Data
81.4% of 3rd grade students scored proficient or distinguished in reading.
79.4% of 3rd grade students scored proficient or distinguished in math
71% of 4th grade students scored proficient or distinguished in reading.
79% of 4th grade students scored proficient or distinguished in math.
77% of 5th grade students scored proficient or distinguished in reading.
74% of 5th grade students scored proficient or distinguished in math.
82% of 6thgrade students scored proficient or distinguished in reading.
77% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Proficiency Data
71.7% of 3rd grade students scored proficient or distinguished in reading.
68.3% of 3rd grade students scored proficient or distinguished in math
75% of 4th grade students scored proficient or distinguished in reading.
71.3% of 4th grade students scored proficient or distinguished in math.
71.4% of 5th grade students scored proficient or distinguished in reading.
64.8% of 5th grade students scored proficient or distinguished in math.
79.8% of 6th grade students scored proficient or distinguished in reading.
68.9% of 6th grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math continued to decrease in the past two years.

2017-2018 KPREP Novice Data
Third Grade – 3.9% of students scored novice in reading and 3.9% in math.
Fourth Grade – 5.2% of students scored novice in reading and 2.6% in math.
Fifth Grade – 11% of students scored novice in reading and 4.2% in math.
Sixth Grade – 4% of students scored novice in reading and 2% in math.

2018-2019 KPREP Novice Data
Third Grade – 7.1% of students scored novice in reading and 2.7% in math.
Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.
Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.
Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

Needs assessment

<u>Strengths/Leverages</u>

-On the IOWA Achievement Test, Kindergarten's grade equivalent was above grade level on ELA 1.7, Math 1.4, and Core Composite 1.6.

-On the IOWA Achievement Test, 1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.3, and Core Composite 2.5.

-On the IOWA Achievement Test, 2nd grade's grade equivalent was above grade level on ELA 3.6, Math 3.6, and Core Composite 3.6.

-The IOWA Achievement Test grade equivalent scores for 2nd grade have continued to increase from 2017-2019.

-58.2% of students were Kindergarten Ready on the Brigance K-screen.

-Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

KPREP proficiency data for the last two years show maintained high rates of proficient and distinguished in the areas of reading and math in all grade levels. The data also shows a continued decrease in the percentage of students scoring novice in reading and math over the past two years.

2017-2018 KPREP Proficiency Data
81.4% of 3rd grade students scored proficient or distinguished in reading.
79.4% of 3rd grade students scored proficient or distinguished in math
71% of 4th grade students scored proficient or distinguished in reading.
79% of 4th grade students scored proficient or distinguished in math.
77% of 5th grade students scored proficient or distinguished in reading.
74% of 5th grade students scored proficient or distinguished in math.
82% of 6thgrade students scored proficient or distinguished in reading.
77% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Proficiency Data
71.7% of 3rd grade students scored proficient or distinguished in reading.
68.3% of 3rd grade students scored proficient or distinguished in math
75% of 4th grade students scored proficient or distinguished in reading.
71.3% of 4th grade students scored proficient or distinguished in math.
71.4% of 5th grade students scored proficient or distinguished in reading.
64.8% of 5th grade students scored proficient or distinguished in math.
79.8% of 6th grade students scored proficient or distinguished in reading.
68.9% of 6th grade students scored proficient or distinguished in math.

The percentage of students scoring novice in reading or math continued to decrease in the past two years.

2017-2018 KPREP Novice Data
Third Grade – 3.9% of students scored novice in reading and 3.9% in math.
Fourth Grade – 5.2% of students scored novice in reading and 2.6% in math.
Fifth Grade – 11% of students scored novice in reading and 4.2% in math.
Sixth Grade – 4% of students scored novice in reading and 2% in math.

2018-2019 KPREP Novice Data
Third Grade – 7.1% of students scored novice in reading and 2.7% in math.
Fourth Grade – 4.6% of students scored novice in reading and 2.8% in math.
Fifth Grade – 8.6% of students scored novice in reading and 2.9% in math.
Sixth Grade – 2.5% of students scored novice in reading and 0% in math.

Understanding Continuous Improvement: The Needs Assessment

<u>Data Review Process</u>

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 Lowrie & Linda Watson

WC Primary PTO, President Carla Rose, Treasure Samantha Collett

WC Primary Site Base Decision Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Jamie Davis (teacher), Cindy Moses (parent), Carla Rose (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, Crystal Lyttle

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), Jenine Leskiw (parent), Melissa Lawson (parent)

WCIS PTO, President Kellie Clemens, Treasure Melissa Lawson

Needs Assessment

WCP: Priorities/Concerns
-Kindergarten decreased in grade equivalent of -0.1 in ELA, Math, & Core Composite from last year.
-1st grade decreased in grade equivalent of -0.1 in Math & Complete Composite from last year.
-42% of students were not Kindergarten Ready on the Brigance in 2018.

WCIS: Priorities and Concerns
Based on 2018-2019 KPREP data, our school continued to maintain a low percentage of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. While our proficiency score dropped slightly from 95.3 to 91.3, our proficiency score was still rated very high.

For the 2019-2020 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. We will be intentional about identifying students who did not make growth in reading and math and create a plan for those students to ensure that we do everything possible to help those students achieve growth.

Based on 2018-2019 KPREP data our overall growth score was 54.4 which was rated low. We were .6 points away from medium growth which is 55. Our growth goal for 2019-2020 is to achieve a growth score of 57.4 or higher.

In 2017-2018 KPREP 53% of fourth grade students scored proficient or distinguished in science. Based on 2018-2019 KPREP data 55.6% of the fourth grade students scored proficient/distinguished in science. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in science from 55.6% to 58.6% or higher.
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Based on 2017-2018 KPREP data 67% of fifth grade students scored proficient or distinguished in social studies. Based on 2018-2019 KPREP data 70.5% of students scored proficient or distinguished in social studies. Our goal for 2019-2020 will be to increase percentage of students scoring proficient or distinguished in social studies from 70.5% to 73.5% or higher.

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Potential Source of Problem

Design and Deploy Standards:

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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.   SRCL grant provides additional resources such as Scholastic Readers, Vocabulary City, Generation X, etc.

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

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To further differentiate our reading instruction, our school will continue to implement several programs.   Teachers will continue to use Reading Eggs for reading. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate. The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success. ReadWorks is another online resource of reading passages and lesson plans for students of all levels used to improve reading comprehension. In addition, Wordly Wise 3000 Vocabulary is used for direct academic vocabulary instruction to develop the critical link between vocabulary and reading comprehension. These research-based activities provide multiple exposures to vocabulary words.

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Needs Assessment

WCP Current Academic State:
-On the IOWA Achievement Test, Kindergarten scored a grade equivalent ELA 1.7, Math 1.4, Core Composite 1.6.
-On the IOWA Achievement Test, 1st Grade scored a grade equivalent ELA 2.4, Math 2.3, Core Composite 2.5.
-On the IOWA Achievement Test, 2nd Grade scored a grade equivalent ELA 3.6, Math 3.6, Core Composite 3.6.
-Kindergarten Readiness increased +4.2 from 2017 to 2018.
-58.2% of students were Kindergarten Ready on the Brigance K-screen.
-Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

WCIS Current Academic State:
Data for the current academic state was retrieved from the Kentucky Department of Education website of supplemental data.
36.3% of third grade students scored distinguished on reading KPREP.
35.4% of third grade students scored proficient on reading KPREP.
21.2% third grade students scored apprentice on reading KPREP.
7.1% of third grade students scored novice on reading KPREP.

16.8% of third grade students scored distinguished on math KPREP.
51.3% of third grader students scored proficient on math KPREP.
29.2% third grade students scored apprentice on math KPREP.
2.7% of third grade students scored novice on math KPREP.

31.5% of fourth grade students scored distinguished on reading KPREP.
43.5% of fourth grade students scored proficient on reading KPREP.
20.4% fourth grade students scored apprentice on reading KPREP.
4.6% of fourth grade students scored novice on reading KPREP.

28.7% of fourth grade students scored distinguished on math KPREP.
42.6% of fourth grade students scored proficient on math KPREP.
25.9% fourth grade students scored apprentice on math KPREP.
2.8% of fourth grade students scored novice on math KPREP.

31.4% of fifth grade students scored distinguished on reading KPREP.
40% of fifth grade students scored proficient on reading KPREP.
20% of fifth grade students scored apprentice on reading KPREP.
8.6% of fifth grade students scored novice on reading KPREP.

27.6% of fifth grade students scored distinguished on math KPREP.

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 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: 12/16/2019
Status: Locked

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic
Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

see attachment

ATTACHMENTS

Attachment Name

⊞ Achievement Gap Group ID

I. Achievement Gap Group Identification

II. Achievement Gap Analysis

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

see attachment

ATTACHMENTS

Attachment Name

📄 Achievement Gap Analysis 2019

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

see attachment

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

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**. Use specific data from the previous two academic years when analyzing trends.

see attachment

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

see attachment

F. 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

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

see attachment

III. Planning the Work

Closing the Achievement 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

Closing the Achievement 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

Attachment Name

closing the achievement gap Spread sheet

Attachment Summary

Attachment Name	Description	Associated Item(s)
Achievement Gap Analysis 2019	Achievement Gap Analysis	• II.A
Achievement Gap Group ID	Achievement Gap Group ID	• I
Achievement Gap Spreadsheet 2019	Achievement Gap Spreadsheet 2019	•
closing the achievement gap Spread sheet	closing the achievement gap spread sheet	• III

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 10/31/2019
Status: Locked

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2019-20 Phase Two: School Assurances

2019-20 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.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

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

Teacher Performance

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- **Yes**
- ○ No
- ○ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

All School Programs

Attachment Summary

Attachment Name	Description	Associated Item(s)

Closing the Achievement Gap Spreadsheet 2019

Gap Group/Total number of students	Percentage of Total School Population
WCIS students eligible for Free/Reduced 398	78.9%
WCIS students with IEP (disablilities) 133	26%
WCP students eligible for Free/Reduced 434	80.8%
WCP students with IEP (disablilities) 126	23.4%

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/or math who qualify for students who are economically disadvantaged.	(A) Design, align, and deliver support processes with sub-group focus (B) Review, Analyze and Apply Data Results				
Objective 1: Collaborate to increase the percentage of P/D in reading and math for students who qualify for free/reduced lunch. *Reading from 73% to 74.2% or higher *Math from 64.9 to 66.1 or higher		(A) – RTA, 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 & 21st 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 & 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 strategy in math and	RTA/MIT Teachers April Bowman & Tonya Frazier WCIS/Cindy Shelley & Joy Begley WCP April Bowman & BJ Shriner WCIS/rotational teacher WCP MIT & RTA Teachers Teachers & Principal	Analysis of formative/summative assessments, STAR, MAP, Reports from IXL, Study Island, Moby Max, Reading Eggs, Myon and reviewing the Watch List	Grant Funds • Save the Children • 21st Century • RTA • MIT • Title I Funds FRC No Funding

reading to decrease
achievement gaps.

(A) – Daily DOL practice
for 3-6 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, IXL, etc. To
identify student weakness
in math and reading.
Teachers create individual
learning plans for
students based on
analyzed data.

(B) – Teachers & principal
meet in weekly/bi-weekly
PLCs to analyze formative
and summative
assessment data, identify
gaps in instruction and
learning and plan
strategies to close
instructional gaps.

Teachers

Teachers & Principal

Teachers & Principal

Teachers

Principal & Special
Class Teachers

Teachers & Principal

Teachers & Principal

(B) – 21st Century 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.

April Bowman WCIS
Cindy Shelley WCP

(B) – Teachers and SBDM council review student performance data to monitor progress.

Teachers/SBDM

(C)- Teachers will deploy strategies and resources (iReady Writing, Wordly Wise Vocab, Scholastic Magazines, Zaner-Blouser Handwriting, Literacy & Math Design Collaborative, Leveled Readers, and Library Books) to enhance and enrich curriculum and support students' specific academic needs.

Teachers

Striving Readers' Literacy Grant

Gap Group/Total number of students		Percentage of Total School Population
WCIS Economically Disadvantaged	398	78.9%
WCIS Students with Disabilities	133	26%
WCP Economically Disadvantaged	434	80.8%
WCP Students with Disabilities	126	23.4%
Data collected from Infinite Campus KY State Reporting QA Student Count 2018-19		

Achievement Gap Analysis

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

Whitley Central Intermediate School and Whitley Central Primary School provides a positive school climate where individuals feel valued, cared for and respected regardless of economically disadvantaged 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, 80% of the student population is eligible for free/reduced meals, and 23% of the student population receives special education services. At the Intermediate 78.9% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. Because the gap group makes up large amount of the 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) and Whitley Central Primary School 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 2018-2019 students with disabilities maintained a high proficiency percentage of 82.9%.

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 2018-2019 students with disabilities maintained a high proficiency percentage of 75.2%.

In the area of Writing, Students with Disabilities scores have increased from 16.6% in 2015-16 to 29.2% in 2016-17 and 51.6% in 2017-2018. In 2018-2019 scores increased to 53.9%.

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 2018-2019 scores increased to 75.3%.

In the area of Reading in 2015-2016, 62.5% of Economically Disadvantaged Students 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 2018-2019 economically disadvantaged students maintained a high proficiency percentage of 73%.

In the area of Math in 2015-2016, 54.2% of Economically Disadvantaged Students 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 2018-2019 scores increased to 64.9%.

In the area of Writing in 2015-2016 39.5% of Economically Disadvantaged Students 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 2018-2019 scores increased to 54.5%.

In the area of Social Studies in 2015-2016, 75% of Economically Disadvantaged Students 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. In 2018-2019 scores increased to 65.2%.

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

Students with Disabilities
Social Studies - 2015-2016 – 77.8%
 2016-2017 – 79.2%
 2017-2018 – 63.3%
 2018-2019 – 75.3%

Writing – 2015-2016 – 16.6%
 2016-2017 – 29.2%
 2017-2018 – 51.6%
 2018-2019 – 53.9%

Economically Disadvantaged Students
Social Studies - 2015-2016 – 73.6%
 2016-2017 – 71.6%
 2017-2018 – 62.1%
 2018-2019 – 65.2%

Writing – 2015-2016 - 39.5%
 2016-2017 – 51.9%
 2017-2018 – 48.9%
 2018-2019 – 54.4%

D. Gap data, lacked progress or regressed

Students with Disabilities
Reading - 2015-2016 – 67.7%
 2016-2017 – 72.6%
 2017-2018 – 85.2%

2018-2019 – 82.9%

Math –   2015-2016 – 60.2%
          2016-2017 – 59.8%
          2017-2018 – 82%
          2018-2019 – 75.2%

Economically Disadvantaged Students

Reading- 2015-2016 - 62.5%
         2016-2017 – 60.7%
         2017-2018 – 75.7%
         2018-2019 – 73%

Math –   2015-2016 - 54.2%
          2016-2017 – 52.5%
          2017-2018 – 73.5%
          2018-2019 – 64.9%

E. 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. 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 21st Century and Save the Children grants.

F. 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. We also discuss standards that are shared between two consecutive grade levels. The teachers in the consecutive grade levels meet to break down those shared standards to identify how the content in each of those standards are being taught and how the teachers can plan their delivery methods in a way that ensure the most beneficial instruction of each shared standard. The CSIP is 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

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, Crystal Lyttle

Whitley Central Intermediate 6th 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

21st Century Coordinator, April Bowman

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), Jenine Leskiw (parent), Melissa Lawson (parent)

Whitley Central Primary Principal, Brandon Anderson

Whitley Central Primary 2nd Grade Lead Teacher, Michelle Shelley

Whitley Central Primary 1st Grade Lead Teacher, Lisa Sweet

Whitley Central Primary 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 Lowrie & Linda Watson

Whitley Central Primary Site Base Decision Making Council Members: Jamie Davis (teacher), Chris Angel (teacher), Stephanie Jones (teacher), Carla Rose (parent), Cindy Moses (parent)

G. 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 & Save the Children 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.

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 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: 11/18/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

see attachment

ATTACHMENTS

Attachment Name

📄 Goal Builder

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Goal Builder	Goal Builder	•

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.

1: **Proficiency**
State your *Proficiency* **Goal**

Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 77.6 by 2022 and Math from 68.3 to 71.3 in 2022.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*
• KCWP 1: Design and Deploy Standards	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.
• 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	

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	8/2019-5-2020	Classroom Teachers	Instructional/Striving Readers Gant
1B	9/2019-5/2020	Classroom Teachers	No Funding Required
1C	9/2019-5/2020	21st Cen Site coordinator/STC coordinator	21st Century/Save the Children
1D	10/2019-5/2020	Principal	No Funding Required
1E	9/2019-5/2020	Teachers	Striving Readers' Literacy Grant
2A	9/2019-5/2020	SBDM Council	No Funding Required
2B	9/2019-5/2020	Classroom Teachers	No Funding Required

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 in Reading from 74.6% to 75.6% by 2020 and Math from 68.3 to 69.3 by 2020.	1. Design and Deploy Strategies	**A.** Students will use Study Island, Exact Path, Myon, Zearn Math, Number Talks, and Wordly Wise to work grade level content specific targeted areas based on MAP data.	STAR and MAP Reports	8/2019-5/2020	See chart above
		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	9/2019-5/2020	See chart above
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 5 mornings a week for 30 min before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century and Save the Children Reading programs. 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	9/2019-5/2020	See chart above
		D. 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 Reports, formative and summative assessments, KPREP data	10/2019-5/2020	See chart above

Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 77.6 by 2022 and Math from 68.3 to 71.3 in 2022.

	E. Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction.	MAP Reports, formative and summative assessments, KPREP data	9-2019/5-2020	See chart above
2. Review, Analyze and Apply Data	**A.** Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance.	IOWA, KPREP data and PLC minutes	9/2019-5/2020	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	9/2019-5/2020	See chart above

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 55.6% in 2019 to 60.1%; in social studies from 70.5 % to 75%; and in writing 49.5% to 52.5% by 2022.

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

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

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

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

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

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A,B &C	9/2019-5/2020	Lisa Sweet, Principal, Ruth Osborne (district science coordinator)	Instructional & PD Funds
1D	8/2019-5/2020	Principal	Instructional Funds
1E	9/2019-5/2020	Principal, Laurel Bowlin (district writing coordinator) Title I teacher	Instructional Funds
1F	9/2019-5/2020	Principal/Classroom Teachers	Striving Readers' Literacy Grant

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 55.6% in 2019 to 57.1% by 2020. Increase the percentage of students scoring proficient/distinguished in social studies from 70.5% in 2019 to 72 by 2020. Increase the percentage of students scoring proficient/distinguished in writing from 49.5% in 2019 to 51 by 2020.	1. Design, Align and Deliver Support	**A.** Mystery Science resource purchased for K - 6th grade to support and enhance student learning in science. **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. **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 aloud books for K-4 and novels for grades 5-6. Lessons are in the I-We-	Formative/Summative Assessments and KPREP data LDC coding tasks and Social Studies KPREP data Formative and summative assessment, Social Studies KPREP data	9/2019-5/2020 8/2019-5/2020 8/2019-5/2020	See chart above

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		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	8/2019-5/2020	See chart above
		E. 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. Title I Reading Teacher collaborates with classroom teacher to provide additional specialized writing lessons in 4th and 5th grade classrooms.	Writing scrimmage results, Writing KPREP data	9/2019-5/2020	See chart above
		F. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency.	Writing scrimmage results, Writing KPREP data	9/2019-5/2020	See chart above
Objective 2					

State your *Gap* **Goal**

Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.6% Math from 64.9% to 68.5% in 2022.

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

		Strategy/Activity	Timeline	Person Responsible	Funding Source
KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	KCWP1: Design and Deploy Standards - Continuous improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	1A	8/2019-5/2020	Classroom Teachers/Principal	Instructional/Striving Reader Grant
		1B	8/2019-5/2020	Classroom Teachers/Principal	No Funding Required
		1C	8/2019-5/2020	Classroom Teachers/Principal	No Funding Required
		1D	8/2019-5/2020	RTA, MIT, & Title I Teachers	No Funding Required
		1E	8/2019-5/2020	Classroom Teachers/Principal	Striving Readers' Grant
		2A	8/2019-5/2020	Classroom Teachers	No Funding Required
		2B	8/2019-5/2020	Classroom Teachers/SBDM	No Funding Required
		2C	8/2019-5/2020	FRC/Principal /Meleesha Hooper/Teachers	McKinney-Veto Grant/FRC

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged gap group for: Reading from 73% to 74.2% Math from 64.9 to 66.1 by 2020 as measured by KPREP.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Exact Path, Zearn math, Number Talks, Envision Math, Touchmath, Myon, Vocabulary City and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2019-5/2020	See chart above
		B. Each day Kindergarten through 2nd grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2019-5/2020	See chart above
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2019-5/2020	See chart above
		D. RTA, MIT, and Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school	RTA, MIT, & Title I schedules, STAR Reports, MAP & KPREP data	8/2019-5/2020	See chart above

Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.6% Math from 64.9% to 68.5% in 2022.

		programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.		
2. Review, Analyze and Apply Data		**E.** Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2019-5/2020	See chart above
		A. After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, Exact Path, Zearn Math, Spelling/Vocabulary City, Myon, ReadWorks,	Individualized progress reports from Study Island, Exact Path, and Zearn Math	8/2019-5/2020	See chart above
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-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	8/2019-5/2020	See chart above
		C. Address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports	8/2019-5/2020	See chart above

4: Graduation rate
State your *Graduation rate* **Goal**

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

Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 55 in 2019 to 62.2 by 2022.

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

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

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

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

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

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	8/2019-5-2020	Classroom Teachers/Principal	No Funding Required
1B	8/2019-5/2020	Classroom Teachers/Principal	No Funding Required
1C	8/2019-5/2020	Classroom Teachers	No Funding Required
1D	8/2019-5/2020	Classroom Teachers	Striving Readers' Grant
2A	10/2019-5/2020	Classroom Teachers	No Funding Required
2B	9/2019-5/2020	21CCL site coordinator/STC site coordinator	21st Century/ Save the Children
2C	10/2019-5/2020	Principal	No Funding Required

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the student growth score from 55% in 2019 to 57.4% in 2020.	1. Design, Align and Deliver Support Review, Analyze and Apply Data	**A.** 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/bi-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	8/2019-5/2020	See chart above
		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, Exact Path, Zearn Math, Number Talks and other math/reading computer applications and programs.	Lesson plans, Benchmark data, individualized reports from Study Island, Exact Path, Zearn Math, and Number Talks	8/2019-5/2020	See chart above

Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 55 in 2019 to 62.2 by 2022.

		C. 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	8/2019-5/2020	See chart above
		D. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Myon, ReadWorks, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning.	Formative assessment data, MAP data, KPREP data	8/2019-5/2020	See chart above
Objective 2:	2. Design and Deploy Standards	A. 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, and summative assessment data	10/2019 – 5/2020	See chart above
		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 21st Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.	MAP, KPREP, and summative assessment data	9/2019-5/2020	See chart above
		C. 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	10/2019-5/2020	See chart above

State your *Transition readiness* **Goal**

Goal 6:

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

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

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

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

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

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2:					

7. Other (optional)

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

Goal 7:

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

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley County Central Primary School
Brandon Anderson
520 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 10/31/2019
Status: Locked

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2019-20 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.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

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

Teacher Performance

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- **Yes**
- ○ No
- ○ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Title I Targeted Assistance School Programs

- ○ Yes
- ○ No
- ● **N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

Schools Identified for Targeted Support and Improvement

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

All School Programs

Attachment Summary

Attachment Name	Description	Associated Item(s)