KDE Continuous Improvement Diagnostic

Whitley Central Intermediate School
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United States of America

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Status: Locked

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KDE Continuous Improvement Diagnostic

Use the link provided to access The Missing Piece overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

See attachment below.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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

2. Use the rubric to diagnose 3-5 strengths or leverage points identified with your planning team.

1. School staff involves parents in personal communication about their students' progress at least
See attachment below.

COMMENTS

Please enter your comments below.

ATTACHMENTS

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3. Use the rubric to identify 3-5 critical areas for improvement identified by your planning team.

See attachment below.

COMMENTS

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

See attachment below

COMMENTS

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1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be adressed.

See attachment below.

COMMENTS

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

See attachment below.

COMMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Part I Question 1 Planning Team Members	Part I Question 1 Planning Team Members/Stakeholders	1
Part I Question 2 - Strengths or leverage points	Part I Question 2 - Strengths or leverage points	2
Part I Question 3 Critical Areas for Improvement	Part I Question 3 List of critical areas for improvement	3
Part I Question 4 Action Plan	Part I Question 4 Action Plan to address critical areas for improvement	4
Part II Kentucky Tell Survey	Part II Kentucky Tell Survey	1
Part III Stakeholders	Part III Stakeholders	1

Susan Brashear, Whitley Central Intermediate Principal

Brandon Anderson, Whitley Central Primary Principal

Angela Baker, FRYSC Director Whitley Central Intermediate

Debbie Crusenberry, FRYSC Assistant Whitley Central Primary

Joy Begley, WCCP Save the Children Program Coordinator

Tonya Frazier, WCCP Save the Children Program Coordinator

Cindy Shelly, WCCP 21st Century Site Coordinator

April Bowman, WCIS 21st Century Site Coordinator

Sherry Stanek, WCCP PTO President

Clara Hubbard, WCCP PTO Treasurer

Stacy Medina WCIS PTO President

Terrina Frazier WCIS PTO Treasurer

PLC Leaders

Vicky Walden--Kindergarten

Lisa Sweet--First Grade

Michelle Shelley -Second Grade

Jody Gambrell- Third Grade

Kelly Clemens- Fourth Grade

Crystal Lyttle- Fifth Grade

Kim Lake- Sixth Grade

Krystal Bunch - Special Education

WCCP Site-Based Decision Making Council

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Chris Angel, Teacher

Jamie Bowman, Teacher

Judy Petrey, Parent Representative

Melissia Douglas, Parent Representative

WCIS Site-Based Decision Making Council

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Paula Rickett, District Assessment Coordinator and Title I Coordinator

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Kim Creekmore, District Math Coach and CIITS Contact

Ruth Osborne, District Science Coach and G/T Coordinator

Laurel Bowlin, District Writing Coach and 21st Century Coordinator

Question 2 Strengths or leverage points

1. School staff involves parents in personal communication about their students' progress at least once a month .

2. School staff offers varied ways that parents can share information with teachers about their children's learning needs.

3. School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.

4. School staff makes systematic use of written communications to help parents understand their own children's academic progress and the progress of school.

5. School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and programmatic level.

Question 3 Critical Areas for Improvement

Objective 1: Relationship Building
Staff occasionally asks for feedback on school's efforts to welcome and engage parents in an informal or casual way with no regular data collection

Objective 2: Communications
School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.

Objective 5: Learning Opportunities
School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.

Objective 6: Community Partnerships
Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)

Question 4 Action Plan

Objective 1: Relationship Building
Staff occasionally asks for feedback on school's efforts to welcome and engage parents in an informal or casual way with no regular data collection

Action Plan for Objective 1: Our goal is to collect feedback from students and families about school welcoming and engagement in the school. We will create a survey that will elicit feedback for the purpose of building a productive personal relationship with families.

Objective 2: Communications
School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.

Action Plan for Objective 2: To promote two-way communication of information between school staff and parents, school staff will develop a survey for stakeholders regarding school performance as it relates to their child. The survey will be made accessible on the school web page to elicit greater response.

Objective 5: Learning Opportunities
School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.

Action Plan for Objective 5: To provide multiple learning opportunities for families to support their children's learning staff will offer 5-7 parent workshops throughout the school year.

Objective 6: Community Partnerships
Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)

Action Plan for Objective 6: In order to make parents and families more aware of support services in school and the community, we will devote a section on the school webpage to promote family support services and draw more awareness to services that are available.

Part II: TELL Kentucky Survey

According to the 2017 Kentucky TELL Survey, one of our lowest areas was in Community Support and Involvement. 84.4% of teachers stated that they felt parents/guardians support teachers, contributing to their success with students.

Parent/guardian support is essential to student success. In hopes to increase parent/guardian support of teachers the school will intentionally integrate activities that will inform and encourage more meaningful two-way communication between teachers, students, and parents/guardians.

We plan to offer five to seven parent workshops throughout the school year to provide multiple learning opportunities for families to support their children's learning. In order to make parents and families more aware of support services in school and the community, we will devote a section of the school web page to promote family support services and draw more awareness to services that are available. WCIS offers a Family Math or Reading Night monthly to encourage parents to join their child in math or reading activities. Our Save the Children program (STC) offers each child in the program a Family Engagement Checklist for parents to complete in order to improve effective communication, support children's learning, create family connectedness, and elicit feedback from parents about specific needs of their child. STC will follow up with a Family Engagement Planning Guide that helps track planned activities and the actions and resources needed to meet the needs of the students and their families. Our school will also offer a designated time for sixth grade parents/guardians to participate in a workshop that will allow them to learn about the progress of their child's individual learning plan (ILP).

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

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by secret ballot by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley Central Intermediate School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

 - Students' needs are being addressed by reviewing the plan

- Technology and equity are embedded in the CSIP - Funding is appropriately monitored

- Professional development is appropriately implemented

- The implementation and impact checks are being completed

- The plan is amended or updated based on student needs

- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments biannually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last Tuesday of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

The SBDM counsel parent members were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan

- Technology and equity are embedded in the CSIP

- Funding is appropriately monitored

- Professional development is appropriately implemented

- The implementation and impact checks are being completed

- The plan is amended or updated based on student needs

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2017-18 CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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Susan Brashear
2940 N Highway 25 W
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CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Equitable Access to Effective Educators School Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

See attached below.

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

Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

See attached below.

ATTACHMENTS
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Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?
• If so, insert the associated CSIP goal(s) in the cell below.
• If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.
***Goals should be set high enough to encourage and inspire increased effort while still being attainable. **NOTE:** Attachments Optional

See attached below.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.
***The purpose is to ensure that equitable access to effective educators is incorporated into school planning. **NOTE:** Attachments Optional

See attached below.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Equitable Access - Barriers and Root Causes	Equitable Access - Barriers and Root Causes	
Equitable Access - Data Analysis	Equitable Access - Data Analysis	
Equitable Access - Goals	Equitable Access - Goals	
Equitable Access - Strategies and Activities	Equitable Access - Strategies and Activities	

Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

At Whitley Central Intermediate School (WCIS), all groups of students have equitable access to effective educators. All teachers at WCIS are certified for the content and grade level in which they are teaching. All para-educators have completed the required programs needed for their position. EPSB Local Educator Assignment Data (LEAD) Audit Report is completed yearly to identify or correct any certification or coding issues.

One identified barrier is the amount of money on hand for professional development funds. Because of the decrease in funding, it is more difficult for districts to provide needed trainings for teachers, especially those teachers who teach the low socioeconomic status students. That proves to be a substantial problem for us because 71% of our students' families classify as low income status. This prevents teachers from having the professional development necessary to provide our students with all the resources needed to succeed.

Equity Data Analysis:

At Whitley Central Intermediate School (WCIS), all groups of students have equitable access to effective educators. All teachers at WCIS are certified for the content and grade level in which they are teaching. All para-educators have completed the required programs needed for their position. EPSB Local Educator Assignment Data (LEAD) Audit Report is completed yearly to identify or correct any certification or coding issues. PLC minutes, lesson plans, common assessments and various activities demonstrate that the teachers consistently collaborate with others on their team or grade level to plan instructional units, including common assessments and supplemental activities to ensure that each student has access to the curriculum and access to supports necessary to attain the curriculum.

The curriculum is vertically and horizontally aligned to state standards and fully addresses the rigor/intent of the standards. It includes specific pacing recommendations. It includes specific pacing guides. For example, all teachers are equipped with a grade level notebook that is updated yearly to meet the Common Core Standards in math and reading; pacing guides are included in math and reading. Curriculum Standards Committee meet periodically to update and maintain accuracy. The master schedule demonstrates adequate instructional time for all students have equitable access to effective educators.

Whitley Central Intermediate School SBDM policies and practices ensure that student-school assignments inform and impact the school's comprehensive plan for providing equitable access. The school leadership/SBDM committee continually monitors the availability of resources in an effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective program. Policies & agenda/minutes demonstrate that school leadership/SBDM committee continually monitors the availability of resources in effort to thoughtfully allocate sufficient blocks of instructional time and developmentally appropriate resources needed to support an effective program. Policy #7 determines which instructional materials will be provided to Whitley County Central Intermediate School. The SBDM council shall be the standing committee to assist the faculty of Whitley County Central Intermediate School with the management of this function. The determination of curriculum is outlined in Policy #8. Policy #9 ensures appropriate placement of individual students based upon specific needs. The school schedule is established no later than August 1st as stated in Policy #18.

Whitley Central Intermediate School SBDM committee establishes and enacts a process to analyze data related to the implementation and impact of policies and practices. In particular, policies #26 "Review of Assessment", #28 "Primary Policy," and #32 "Program Review" focus on involving stakeholders in the analysis of data.

Whitley Central Intermediate School leadership/SBDM establishes and maintains policies that promote best practice (continuous progress, developmentally appropriate educational practices, multiage and multi-ability classrooms, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement). Whitley Central Intermediate School leadership/SBDM maintains and stabilizes policies that promote best practice.

Whitley Central Intermediate has a SBDM policy for placing students with teachers. Student assignment shall be defined as appropriate placement of individual students based upon specific needs. Parent requests will be accepted from May 1-15 for the following school year. All requests will be given equal consideration regardless of when they are submitted during the 15 day request window. Requests must be submitted in writing to either the principal or school secretary. A first and second choice must be indicated as well as an explanation as to why the parent believes the request is in the best interest of the student. Submitting a parent request does not guarantee a student's placement. The principal is responsible for implementing the parent request process. The principal shall assign students to classes and programs by taking into consideration the following criteria: 1) Academic performance of the student, 2) Learning style of the student, 3) Student behavior 4) Instructional needs of the student, 5) Overall composition and ratios of each classroom, 6) Class size, 7) School schedule, and 8) Parent requests.

According to KPREP Reading and Math performance, there was more than a 1% difference between Free/reduced and disability with IEP (total) in Novice, Apprentice, Proficient, and distinguished categories.

SRC indicates Whitley Central Intermediate School teacher turnover percentage at 8.6%.

We used data from TELL Survey as our self-selected indicator. According to the TELL Survey results, our staff would like to increase our community support and involvement. 93.7% of our teachers stated that parents/guardians are influential decision makers in this school. 84.4% of our teachers stated that parents/guardians support teachers, contributing to their success with students.

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

The school strictly adheres to board policy in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy.

Our District and school uses several means to retain effective teachers. For example, our district offers new teachers monthly new teacher workshops. Our district/school also uses other incentives such as tenure, transfer of tenure, highly qualified status, and salary supplement for National Board Certification to retain effective educators.

		Reading				Math			
		N	A	P	D	N	A	P	D	
Free/reduced		13	26	42	18	11	35	41	11	
Disability w/ IEP		15	12	42	29	9	31	43	15	
+/-		2	14	0	11	2	4	2	4	
English Learners		NA	NA	NA	NA	NA	NA	NA	NA	
Minority		NA	NA	NA	NA	NA	NA	NA	NA	

Minority Students (SRC or IC)		# of Minority Certified Teachers (SRC)		# of Minority Principals and Assistant Principals (Payroll)		Students experiencing Poverty (Free/Reduced Priced Meals) (SRC or IC)		English Learners (SRC or IC)		Students with Disabilities (SRC or IC)		Teachers that are teaching one or more courses out-of-field (HR)		KTIP, new (0 years experience), or emergency certified (KTIP Coordinator)		Teachers with 1-3 years of experience (Payroll)		Teachers with 4 or more years of experience (Payroll)		# of Principals and Assistant Principals with 0-3 years of experience (Payroll)		Percentage of teacher turnover (IC)		Percentage of teachers with advanced degrees		*Self-Selected Indicator (Optional)		*Self-Selected Indicator (Optional)	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

Measures	2016-2017 Baseline	2017-2018	2018-2019
Working Conditions -- Managing Student Conduct	97.75%	97.75%	97.75%
Working Conditions -- Community Engagement and Support	96.10%	96.10%	96.10%
Working Conditions -- School Leadership	98.30%	98.30%	98.30%
Percentage of New and KTIP Teachers	0.00%		
Percentage of Teacher Turnover	8.60%	8.60%	8.60%
Additional School Measures (Optional)			
Example: Overall Effectiveness of Teachers and Leaders (not required)			
Example: Student Achievement (SGG, MSGP, Other school measures) (not required)			

Equitable Access:

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.
***The purpose is to ensure that equitable access to effective educators is incorporated into school planning. **NOTE:** Attachments Optional

Goal: To increase our community support and involvement where parents are influential decision makers in this school

Strategy: To promote two-way communication of information between school staff and parents, school staff will develop a survey for stakeholders regarding school performance as it relates to their child.

Activity: To provide multiple learning opportunities for families to support their children's learning staff will offer 5-7 parent workshops throughout the school year.

Goal: The school will hire and retain highly qualified educators with a turnover rate less than 8.6% which was reported in 2016/2017.

Strategy: collaborate to ensure the school hires and retains highly qualified instructors by 06/30/2018 as measured by the LEAD report.

Activities:

1. The school strictly adheres to board policy in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy.
2. Principals, SBDM Council and district level administration will review highly qualified guidelines.
3. Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.
4. Principals will complete yearly Highly Qualified Report.
5. Provide a variety of opportunities for staff discuss issues and concerns that are important to them in a comfortable, informal setting.

Examples:
- Designate 5-7 minutes of PLC meetings for teachers to voice any concerns or issues.
- Encourage teachers to utilize the suggestion box to submit a concern that they do not want to voice.
- Administer teacher survey to address teacher needs and concerns.
- After observations and post conferences, my goal is to provide resources and support for areas of growth.

2017-2018 Phase II: KDE Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

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Phase II: The Needs Assessment School Diagnostic

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Please see attachment below.

ATTACHMENTS
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Current State

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

Example of Current Academic State:
-32% of non-duplicated gap students scored proficient on KPREP Reading.
-We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
-34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Please see attachment below.

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Priorities/Concerns

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

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

Please see attachment below.

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

Please see attachment below.

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Potential Source of Problem
    Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

    1- Deployment of Standards
    2- Delivery of Instruction
    3- Assessment Literacy
    4- Review, Analyze and Apply Data Results
    5- Design, Align and Deliver Support Processes with Sub-group Focus
    6- Establish a Learning Culture and Environment

Please see attachment below.

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

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

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

Please see attachment below.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Section 1 : Protocol	Section 1 : Protocol	
Section 2 : Current State	Section : Current State	
Section 3 : Priorities/Concerns	Section 3 : Priorities/Concerns	
Section 4 : Trends	Section 4 : Trends	
Section 5 : Potential Source of Problem	Section 5 : Potential Source of Problem	
Section 6 : Strengths/Leverages	Section 6 : Strengths/Leverages	

Protocol

The purpose of the data analysis is to determine both strengths and areas of opportunity at each grade level. Once we have identified these areas for improvement in each grade level and subject we are then able to target those areas to improve our instructional techniques for that specific grade and subject.

We begin by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help us identify overall school trends and big areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities.

Grade level teams meet weekly to review various assessments, such as MAPS, formative assessments, and summative assessments, to monitor ongoing student comprehension and achievement. We look for categories of weakness and identify individual critical areas of concern. We have created a data wall with MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data on this wall is used to refer to continually to spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we specialize instruction to target those areas. I also meet periodically one on one with teachers to create a list of students in the lower range areas. We will monitor this list of students to ensure they are making progress and not falling back.

Each teacher receives a copy of the testing report for his or her own classes and a copy of the benchmark report showing the results for the entire grade level from the KPREP results. Each teacher uses the reports to examine his or her students' performance and compares it to the overall grade level average. Grade level discussions are held to decide areas of strength and weakness. Based on the data being reviewed teachers discuss strategies that were successful or new strategies that need to be implemented to help meet individual student needs. District curriculum support staff are scheduled to meet with teachers on regular basis to discuss strategies, scores, and needed resources throughout the school year.

Current State: Academic State

19% of third grade students scored distinguished on reading KPREP which is a 12% decrease.

35% of third grade students scored proficient on reading KPREP which is an 8% increase.

27% third grade students scored apprentice on reading KPREP which is a 2% decrease.

19% of third grade students scored novice on reading KPREP which is a 6% increase.

12% of third grade students scored distinguished on math KPREP which is a 5% decrease.

34% of third grader students scored proficient on math KPREP which is a 3% decrease.

34% third grade students scored apprentice on math KPREP which is a 2% decrease.

24% of third grade students scored novice on math KPREP which is an 11% increase.

22% of fourth grade students scored distinguished on reading KPREP which is the same as last year.

39% of fourth grade students scored proficient on reading KPREP which is a 5% decrease.

25% fourth grade students scored apprentice on reading KPREP which is a 4% increase.

14% of fourth grade students scored novice on reading KPREP which is a 2% increase.

25% of fourth grade students scored distinguished on math KPREP which is a 1% increase.

35% of fourth grade students scored proficient on math KPREP which is a 2% increase.

32% fourth grade students scored apprentice on math KPREP which is a 2% decrease.

7% of fourth grade students scored novice on math KPREP which is a 1% decrease.

18% of fifth grade students scored distinguished on reading KPREP which is a 7% decrease.

46% of fifth grade students scored proficient on reading KPREP which is a 1% decrease.

21% of fifth grade students scored apprentice on reading KPREP which is a 2% increase.

14% of fifth grade students scored novice on reading KPREP which is a 5% increase.

10% of fifth grade students scored distinguished on math KPREP which is a 14% decrease.

50% of fifth grade students scored proficient on math KPREP which is a 6% increase.

31% fifth grade students scored apprentice on math KPREP which is a 3% decrease.

9% of fifth grade students scored novice on math KPREP which is a 5% increase.

28% of sixth grade students scored distinguished on reading KPREP which is a 5% increase.

53% of sixth grade students scored proficient on reading KPREP which is an 8% increase.

19% of sixth grade students scored apprentice on reading KPREP which is a 2% decrease.

1% of fifth grade students scored novice on reading KPREP which is a 10% decrease.

20% of sixth grade students scored distinguished on math KPREP which is a 9% decrease.

48% of sixth grade students scored proficient on math KPREP which is a 6% increase.

29% sixth grade students scored apprentice on math KPREP which is a 2% decrease.

3% of sixth grade students scored novice on math KPREP which is a 3% decrease.

Reading Non-Duplicated Gap students scoring novice – overall 0.6% increase

3rd grade – 19.5% - 4th grade – 16.5%   - 5th grade – 17.4%   - 6th grade – 1.1%

Reading Free/Reduced lunch Gap students scoring novice – overall 0.2% increase

3rd grade – 18.8%   - 4th grade – 16.7%   - 5th grade – 18.5%   - 6th grade 1.1%

Math Non-Duplicated Gap students scoring novice – overall 2.9% increase

3rd grade – 25.3%   - 4th grade – 7.2%   - 5th grade 10.5%   - 6th grade – 3.4%

Math Free/Reduced lunch students scoring novice – overall 2.9% increase

3rd grade – 26.3%   -   4th grade- 7.3%   - 5th grade – 11.1%   - 6th grade – 3.4%

68% of 4th grade students improved or scored proficient or distinguished in reading. 33% did not show growth.

71% of 4th grade students improved or scored proficient or distinguished in math. 29% did not show growth.

70% of fifth grade students improved or scored proficient or distinguished in reading. 29% did not show growth.

66% of fifth grade students improved or scored proficient or distinguished in math. 34% did not show growth.

84% of sixth grade students improved or scored proficient or distinguished in reading. 16% did not show growth.

69% of sixth grade students improved or scored proficient or distinguished in math. 31% did not show growth.

Non-Academic Current State

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

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2016-2017 school year 74.9% of the students at Whitley Central Intermediate School qualified for free lunch and 2.7% of the students qualified for reduced price lunch. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often times, teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 0.7% of the students were English learning students, 12.7% qualified for gifted and talented services, 3.8% were homeless, and 26% qualified for special education services.

- Attendance plays a vital role in student performance. The average daily attendance percentage at Whitley Central Intermediate School for 2016-2017 school year was 94.8%. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize 'make-up' work for students and parents. These interactions often times bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Our counselors have served an average of 101 students per year the past two years.

Current State: Priorities and Concerns

Our third, fourth and fifth grade classes showed an increase in the percentage of students scoring novice. There was an overall increase in the percentage of students scoring novice in the gap groups. These are the most critical areas in which we will focus much of our attention in the next school year.

Reading Non-Duplicated Gap students scoring novice – overall 0.6% increase

3rd grade – 19.5% - 4th grade – 16.5%   - 5th grade – 17.4% - 6th grade – 1.1%

Reading Free/Reduced lunch Gap students scoring novice – overall 0.2% increase

3rd grade – 18.8% - 4th grade – 16.7% - 5th grade – 18.5% - 6th grade 1.1%

Math Non-Duplicated Gap students scoring novice – overall 2.9% increase

3rd grade – 25.3%   - 4th grade – 7.2% - 5th grade 10.5% - 6th grade – 3.4%

Math Free/Reduced lunch students scoring novice – overall 2.9% increase

3rd grade – 26.3% - 4th grade- 7.3% - 5th grade – 11.1% - 6th grade – 3.4%

19% of third grade students scored novice on reading KPREP which is a 6% increase.

24% of third grade students scored novice on math KPREP which is an 11% increase.

14% of fourth grade students scored novice on reading KPREP which is a 2% increase.

14% of fifth grade students scored novice on reading KPREP which is a 5% increase.

9% of fifth grade students scored novice on math KPREP which is a 5% increase.

Current State – Trends

We see academic trends that need improvement in the areas of novice reduction and gap.

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.

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

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

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

Current State – Potential Source of Problem

Design and Deploy Standards:

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

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. District level content coaches have also been working with teachers to make adjustments in the curriculum to target areas of need. 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.

To further differentiate reading instruction, our school is using the reading series, Houghton Mifflin Journeys, which covers the low data areas in the MAP assessment. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K-6 reading program with rigorous Common Core instructional design. The series provides effective strategies to build students' understanding of reading concepts while also providing intervention for struggling students. Teachers are also teaching reading in small leveled focus groups to offer students more individualized instruction in reading based on student need. Teachers are also using an online computer program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the language arts and math curriculum. The program creates reports for the teacher that shows students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

To encourage students to read and go beyond their Accelerated Reader goals, our school offers reading incentives that will build students" reading levels and boost comprehension. If students meet or surpass their yearly AR goals, one of their rewards is an AR Point Club t-shirt. We hope this incentive fosters a love of reading and inspires students to become lifelong readers.

To improve our math scores we are using the math series Go Math that is aligned with the Common Core Standards. This series came with a wide variety of digital resources as well as many math

manipulative that the teachers use daily in their classrooms. The series provides communication resources that helps notify and explain to parents what the students are learning at school in math. It helps build a bridge between school and home learning. Teachers are also teaching math in small leveled focus groups to offer students more individualized instruction in math based on student need. Teachers are also using a program called IXL. This computer based program offers students individualized lessons in language arts and math. The students work at their own individual pace and level as they work through the math curriculum. The program creates reports for the teacher to show students' individual results as they work. The report indicates areas in which the students may need further instruction from the teacher. Students can also use the IXL program at home to provide more practice that may be needed. The teacher can assign specific lessons based on student need.

Review, Analyze, and Apply Data Results

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

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

All grade levels meet in Professional Learning Communities (PLC) weekly. In these meetings team leaders ask the teachers to review weekly assessments and work together to decide how to revise their instruction for specific areas of need. Team leaders help by suggesting some of the following additional strategies for revising instruction.
- differentiate math/reading groups during learning centers -incorporate more math during center activities
- offer more incentives for math/reading goals
- Item analysis with their students - Teachers and students look at specific questions and answers for frequently missed items on assessments
- Group students based on common strengths and weaknesses. Teachers can identify students who share common strengths and weaknesses and group them together for instruction. For some teams, using the first 30 minutes of the day or an instructional block as "reteach and review" time can be effective. This could also be done during tutoring sessions.
- Examine student work - Structure a team session so teachers can look at the results of a lesson. Teachers can share ideas about the reasons for success or lack of success of that lesson.

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

and strategies that will promote continuous improvement. We will continue to monitor student progress and implement various teaching strategies to meet the needs of all different styles of learning.

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

Current State – Strengths/Leverages

28% of sixth grade students scored distinguished on reading KPREP which is a 5% increase.

53% of sixth grade students scored proficient on reading KPREP which is an 8% increase.

19% of sixth grade students scored apprentice on reading KPREP which is a 2% decrease.

1% of fifth grade students scored novice on reading KPREP which is a 10% decrease.

20% of sixth grade students scored distinguished on math KPREP which is a 9% decrease.

48% of sixth grade students scored proficient on math KPREP which is a 6% increase.

29% sixth grade students scored apprentice on math KPREP which is a 2% decrease.

3% of sixth grade students scored novice on math KPREP which is a 3% decrease.

84% of sixth grade students improved or scored proficient or distinguished in reading.

69% of sixth grade students improved or scored proficient or distinguished in math.

Phase II: School Safety Report

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 08/01/2018
Status: Locked

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Phase II: School Safety Report

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes

ATTACHMENTS

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

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?
Provide the date of adoption in the comments box below.

October 28, 2013

ATTACHMENTS

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

3. Did the SBDM Council or district adopt the EMP?
Provide the date of adoption in the comments box below.

October 28, 2013

ATTACHMENTS

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

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

ATTACHMENTS

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

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?
Provide the date of the review in the comments box below.

August 3, 2017

ATTACHMENTS

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

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?
Provide the date of the review in the comments box below.

August 21, 2017

ATTACHMENTS

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

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

ATTACHMENTS

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

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

ATTACHMENTS

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

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

August 3, 2016 August 18, 2017

ATTACHMENTS

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

10. Have practices been developed for students to follow during an earthquake?

Yes

ATTACHMENTS

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

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

ATTACHMENTS

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

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).
Provide the date of the review in the comments box below.

August 25, 2017

ATTACHMENTS

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

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

CSIP Phase II: KDE Title I Annual Review

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 08/01/2018
Status: Locked

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CSIP Phase II: KDE Title I Annual Review

1. Comprehensive Needs Assessment

    Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

    Guiding Questions:
    Which data sources did the school use to conduct its Needs Assessment?
    What needs did the data identify?
    What specific grade levels and/or content areas were identified as priority?
    What achievement gaps were identified?
    Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?
    Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

See attachment below.

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

2. Schoolwide Reform Strategies

    Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

    Guiding Questions:
    Was the schoolwide plan implemented as written?
    Which goal(s) from the CSIP address Schoolwide Reform Strategies?
    How is Title I funding being directed to address the goal?
    How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?
    Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?
    Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

See attachment below.

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

3. Professional Development

    Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

    Guiding Questions:
    What measures were used to determine the school's professional development needs?
    How was the professional development tied to the school's identified need?
    Did the professional development improve instruction based on a thorough review of student achievement

data?
How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

See attachment below.

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

4. Family Engagement
   Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

   Guiding Questions:
   How much Title I money was spent on family engagement?
   What kind of programs, activities, and procedures were planned?
   What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

See attachment below.

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

5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)
   Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

   Guiding Questions:
   How did school and district administrators collaborate through funded programs such as Head Start?
   What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?
   How effective were these strategies?
   How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

See attachment below.

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

6. Measures used to include teachers in decisions
   Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

   Guiding Questions:
   How were all teachers included in the selection of academic assessments?
   How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

See attachment below.

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

7. Activities used to ensure students met Kentucky Academic Standards
Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:
How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?
How were students and their needs identified for assistance?
How did teachers and paraeducators collaborate for planning and instruction?
How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?
Which activities were deemed successful and which ones are in need of change?

See attachment below.

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

8. Coordination and integration of programs
Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:
Which federal, state, and local funds were made available to the school?
How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?
What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

See attachment below.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Activities used to ensure Kentucky Academic Standards are met	Activities used to ensure Kentucky Academic Standards are met	7
Comprehensive Needs Assessment	Comprehensive Needs Assessment	1
Coordination and Integration of Programs	Coordination and Integration of Programs	8
Family Engagement	Family Engagement	4
Measures to include teachers in decisions	Measures to include teachers in decisions	6
Professional Development	Professional Development	3
Schoolwide Reform Strategies	Schoolwide Reform Strategies	2
Transitions	Transitions	5

Title I Annual Review

7. Activities used to ensure students met Kentucky Academic Standards

To ensure that Kentucky Academic Standards are being met, grade level teachers will collaborate in professional learning communities to plan lessons, analyze data, create formative/summative assessments, and identify any weaknesses or gifted and talented areas to make changes to the curriculum to enhance learning. Teachers will work in district wide curriculum teams to ensure lessons are aligned to Common Core Standards. Classroom teachers will analyze classroom performance, test grades, STAR, and MAP data to allow them to differentiate instruction based on student, need, ability and performance. This will allow teachers the opportunity to present instruction in a small group setting based on the level and need of each student.

A variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience.

In order to reduce math and reading achievement gaps, math and reading intervention programs and assessments will be implemented to focus on struggling students. Students performing below grade level will be referred to programs such as Save the Children Literacy Program, 21st Century Program, Read to Achieve services, Math Intervention services, Morning tutoring, and Title I reading and math services.

RTA and MIT teachers will provide students with small group instruction in order to improve math and reading scores. Students attending the Save the Children Program will participate during school and after school programs to enhance reading skills. Students attending the 21st Century afterschool program will have allotted times each day to practice reading and math skills and also work one on one or in a small group setting to receive individualized instruction needed for each student. Struggling students and gifted and talented students are offered these extended school services to focus on reading and math skills. Morning homework help sessions are also made available four days a week before school begins. Students receive one on one assistance for help with classwork. This offers the student more support in any content areas in which they may be struggling. Teachers at WCIS participate MDC and LDC activities to implement enhanced lessons in reading and math. The RTA teacher uses a leveled literacy intervention program that will help the RTA design instruction on each student's individual reading level.

Numerous forms of technology will be used to enhance student learning. Technology is also used to aid teachers while creating lessons, analyzing data, and searching for resources to aid in their own professional development. Teachers will use technology to aid in various ways to promote student and teacher success. Teachers will use technology to assist with teaching a specific content or skill. Teachers will use technology to create and present lessons in the classroom. They will use technology to search for resources to use in the classroom. Technology will be used to monitor and analyze test data. Examples of the technology resources in our school are:

AIMSweb, Accelerated Reader, MAP, Type to Learn, Study Island, IXL, Spelling City and Flocabulary. Teachers can also access mobile I Pads, Chrome books, and Laptops to use as a resource in their classrooms.

To focus on language mechanics in writing teachers will follow new Houghton Mifflin Journeys basal text to teach language mechanics and writing. Additionally, 3rd through 6th grade teachers will use DOL and vocabulary building strategies and activities daily to supplement text and enrich curriculum. For example, each day 3rd through 6th grade students are given sentences that need grammatical correction. Students complete these independently and preview them with the class allowing for self-assessment.

Students will be assessed by a universal screener to determine a need for the RTI intervention. Teachers will provide a research based strategy in math and reading in order to decrease the achievement gap. Teachers will monitor their progress and revise instruction as needed.

Teachers and principal monitor student progress by meeting weekly to review student performance data from MAP, STAR, KPREP, and weekly assessments to monitor students' instructional needs and performance. Grade level teachers meet in professional learning communities to analyze and disaggregate data to drive instruction. They also review student performance data relative to state, district, and school assessment systems. The Site Based Decision Making Council also periodically reviews student performance data to monitor progress.

RTA and Title I reading teachers use in-school literacy instruction in small groups to enhance student reading skills. Save the Children literacy program offers in-school and afterschool programs to support and enhance reading skills. Tutoring in reading is also offered to focus on students struggling in reading. Students also benefit from the Literacy Design Collaborative which is an instructional framework used to implement Kentucky's Academic Standards and improving teacher effectiveness by design. The instructional cycle includes teacher collaboration in designing instruction, analyzing student work, and adjusting instructional practice based upon data and lessons learned about students and their needs.

Title I Annual Review

   1.   Comprehensive Needs Assessment

Based on 2016-2017 KPREP data, our third, fourth and fifth grade classes showed an increase in the percentage of students scoring novice. There was an overall increase in the percentage of students scoring novice in the gap groups. These are the most critical areas in which we will focus much of our attention in the next school year.

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

Reading Non-Duplicated Gap students scoring novice – overall 0.6% increase

3rd grade – 19.5% - 4th grade – 16.5%   - 5th grade – 17.4%   - 6th grade – 1.1%

Reading Free/Reduced lunch Gap students scoring novice – overall 0.2% increase

3rd grade – 18.8%   - 4th grade – 16.7%   - 5th grade – 18.5%   - 6th grade 1.1%

Math Non-Duplicated Gap students scoring novice – overall 2.9% increase

3rd grade – 25.3%   - 4th grade – 7.2%   - 5th grade 10.5%   -   6th grade – 3.4%

Math Free/Reduced lunch students scoring novice – overall 2.9% increase

3rd grade – 26.3%   -   4th grade- 7.3%   - 5th grade – 11.1%   -   6th grade – 3.4%

19% of third grade students scored novice on reading KPREP which is a 6% increase.

24% of third grade students scored novice on math KPREP which is an 11% increase.

14% of fourth grade students scored novice on reading KPREP which is a 2% increase.

14% of fifth grade students scored novice on reading KPREP which is a 5% increase.

9% of fifth grade students scored novice on math KPREP which is a 5% increase.

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

Title I Annual Review

8. Coordination and integration of programs:

The school coordinates to integrate programs and funds available to implement the Title I School wide program. We offer support to students through activities and intervention teachers such as Title I Reading and Title I Math teachers.

Funds are made available for WCIS to plan a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. To support Family Reading and Math Nights funds are made available for hands on activities during these events.

The funding allocated for Title I teachers and resources are vital to the success of the students at Whitley Central Intermediate School. These teachers and resources allow students to benefit from more small group instruction and valuable instructional materials they would not have without Title I funding.

Our school uses money from programs such as Title I, 21st Century, Save the Children, Math Intervention grant, and Reading Intervention grants to provide specialized individual and small group instruction for students to improve achievement and enrichment activities. Students who receive services from these programs benefit from programs such as morning and afternoon tutoring, in school and after school one on one or small group reading instruction, practical living instruction, specialized instruction in reading and math, and various enrichment activities such as robotics and health and science clubs.

Title I Annual Review

4. Family Engagement

To promote community/school collaboration a variety of opportunities will be offered for teachers, parents, community, and businesses to cooperate with each other the enable the students and teachers more opportunities and resources to gain the maximum instructional and school experience.

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

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

WCIS plans a monthly Family Night partnered with the Family Resource Center in which students and parents are invited to attend. This opportunity is to increase parent/guardian involvement. Parents/guardians have the opportunity to read with their child or participate in math/reading centers to help stimulate student/parent collaboration in the education process. We have monthly Family math and reading nights to provide a specific time for parents to come into the school and work side by side with their children on reading and math activities in hopes of promoting student achievement in reading and math. We invite parents to come to Open House and parent teacher conferences throughout the school year. Parents are invited for various programs and school performances throughout the school year. Our school also hosts family meals in which the parents are invited to come to the school to eat a meal with their child or grandchild.

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

Title I Annual Review

6. Measures used to include teachers in decisions:

To ensure that teachers are included in the selection of academic assessments they are provided with common planning time to allow them to work in grade level PLC meetings to design and select appropriate academic assessments for students that are aligned to the Common Core Standards. Teachers also use assessments provided in the adopted reading and math series that are aligned with the CCS.

Teachers are asked to participate in the analysis of data and development of instructional programs each year as they work in academic grade level academies during the summer and grade level PLC meetings during the school year to analyze data and develop curriculum maps and instruction to use throughout the school year. The teachers are constantly planning with fellow teachers, administrator, and district curriculum team to develop and revise curriculum based on student need. A grade level data wall is used to drive instruction and bridge the gap in achievement levels. During data wall meetings teachers are given the opportunity to express specific barriers or needs that would assist them in promoting more student success.

One major objective for teachers is for them to have the flexibility to create and develop lessons and activities to differentiate instruction for math and literacy centers. They also seek out supplemental math and reading resources that will enhance their lessons. These programs play a major role in helping design various formative and summative assessments for each grade level to use throughout the school year. Our students have access to IXL and Study Island which provides differentiated instruction for each student. Teachers are frequently reminded that any materials or resources they need will be attained/provided for them if at all possible. They only need to ask.

Title I Annual Review

3. Professional Development

Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs. We strive to offer professional development activities that will support teachers in any area of need. We utilize district content specialist to support teachers with any classroom need they may have. We also utilize the SESC Coop for specific needs. Teachers are also provided the opportunity to travel to other schools to observe strategies and programs being offered in other schools.

After analyzing KPREP, MAP, and summative assessment data, professional development is planned based on the needs found in that data. The district professional development coordinator sends out an email during the school year requesting professional learning needs from all teachers in the district. Teachers also give input throughout the year about needed areas of growth. Teachers are periodically asked for professional development needs and interests. We strive to use our time as effectively and efficiently as possible. We always try to seek out or plan professional development that is going to directly benefit our teachers and students. Teachers' input is sought out on areas of need and interest when planning professional development.

Staff members who attend professional learning meet in PLC meetings to share each week about strategies that are working, need adjustment, or not working. Our staff works well together and are continually sharing resources and ideas. We also share ideas that are successful with other schools in our district. All professional learning opportunities are designed with specific goals, objectives, and strategies to promote student achievement and success and teacher effectiveness and efficiency.

All staff members at WCIS play a vital role in the continuous improvement of our school. While teachers play a major role in our students' success, we rely heavily on our school nurse, school counselors, Save the Children Coordinator, 21st Century Coordinator, and our Family Resource Center Coordinator to support the outstanding number of needs they have such as educational, emotional, social, and health related needs.

Title I Annual Review

2. Schoolwide Reform Strategies

The schoolwide improvement plan continues to be implemented as written. Our teachers and staff will collaborate to decrease the number of students scoring novice in math. We want students to benefit from differentiation of math and reading instruction in small group setting based on student need.

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

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

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

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

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

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

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

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

5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Whitley Central Primary School (WCP) and Whitley Central Intermediate School (WCIS) are in a unique situation in that the two schools serve as our elementary program but we are not housed in the same building. Whitley Central Primary houses students in Preschool through second grade. Whitley Central Intermediate School houses third through sixth grade. Our schools work together to make transitions for students as easy as possible. The two schools work together each year to plan a transition tour for all second grade students. All second graders come to the Intermediate School for a tour. During the tour students are given information about programs and procedures in which they will participate when coming to WCIS. When the schedule allows, the second grade students have the opportunity to eat lunch at WCIS during their tour. This allows them to experience being in a new school and practice lunchroom procedures. We work with the middle school also to provide the same experience for our sixth grade students transitioning to the middle school. WCIS also communicates with second grade guardians and parents to inform them of teachers and programs that will be available to their children during the third grade year. Our 21st Century Programs and Save the Children Programs work together also to combine students during program events. This gives the primary students even more exposure to the school and the teachers at the intermediate school. WCIS also hosts Ready Fest for the district. Ready Fest offers a host of events to families who have students getting ready to enter preschool or Kindergarten. At Readyfest families are offered various services for their children such as vision, speech, and hearing screenings, free haircuts, and preschool registration to get families prepared for starting school.

The primary school planned and developed preschool transitional strategies. The teachers reviewed and shared the preschool transition strategies during PLC meetings and at the Preschool/Head Start/ Early Head Start Orientation Parent Meetings at the beginning of the school year and at the end of the year. Parent committee meetings are held as needed. Staff also performs home visits on all students to distribute school readiness definition to EC community and parents of incoming kindergarten students.

All kindergarten students are screened using the Brigance Early Childhood Screener in order to recognize the areas of need to reduce barriers of proficiency. Assess all kindergartens at school entry with the common statewide screener (BRIGANCE). Information gathered from the BRIGANCE Early Childhood screener results will be utilized during instruction for reading and math as well as social and emotional growth. We invite incoming kindergartners and their parents to Preschool/Head Start/ Early Head Start Orientation Parent Meetings.

Phase III: Closing the Achievement Gap

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
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Last Modified: 08/01/2018
Status: Locked

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Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment below

ATTACHMENTS

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

I. Achievement Gap Group Identification

II. Achievement Gap Analysis

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

Whitley Central Intermediate School provides a positive school climate where individuals feel valued, cared for and respected regardless of free/reduced lunch status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 78.9% of the student population is eligible for free/reduced meals, and 25.8% of the student population receives special education services. At the Intermediate 77.6% 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 nearly 80% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

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

There are several gap groups we have successfully closed. In the area of Writing, Students Eligible for Free/Reduced Meals scores have increased 13.6 from 39.6 in 2015-16 to 53.2 in 2016-17. In the area of Reading, Students with Disabilities scores have increased 4.9 from 67.7 in 2015-16 to 72.6 in 2016-17. In the area of Writing, Students with Disabilities scores have increased 10.6 from 18.6 in 2015-16 to 29.2 in 2016-17. However, there are gaps that still persist in several areas. In the area of Reading, Students Eligible for Free/Reduced Meals scores have decreased -1.8 from 62.5 in 2015-16 to 60.7 in 2016-17. In the area of Math, Students Eligible for Free/Reduced Meals scores have decreased -1.7 from 54.2 in 2015-16 to 52.5 in 2016-17. In the area of Social Studies, Students Eligible for Free/Reduced Meals scores have decreased -2.8 from 75 in 2015-16 to 72.2 in 2016-17. In the area of Math, Students with Disabilities scores have decreased -0.4 from 60.2 in 2015-16 to 59.8 in 2016-17. 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.

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

In the area of Reading, Students with Disabilities increased from the 2015-2016 year score of 67.7 to the 2016-2017 year score of 72.6. In the area of Writing, Students Eligible for Free/Reduced Meals increased from the 2015-2016 year score of 39.6 to the 2016-2017 year score of 53.2. In the area of Writing, Students with Disabilities increased from the 2015-2016 year score of 18.6 to the 2016-2017 year score of 29.2.

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

In the area of Reading, Students Eligible for Free/Reduced Meals decreased from the 2015-2016 year score of 62.5 to the 2016-2017 year score of 60.7. In the area of Math, Students Eligible for Free/Reduced Meals decreased from the 2015-2016 year score of 54.2 to the 2016-2017 year score of 52.5. In the area of Math, Students with Disabilities decreased from the 2015-2016 year score of 60.2 to the 2016-2017 year score of 59.8. In the area of Social Studies, Students with Disabilities decreased from the 2015-2016 year score of 80.8 to the 2016-2017 year score of 79.2. In the area of Social Studies, Students Eligible for Free/Reduced Meals decreased from the 2015-2016 year score of 75 to the 2016-2017 year score of 72.2.

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

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

ATTACHMENTS

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

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

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

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

Whitley Central Intermediate School involves all stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. We review all relevant student academic performance data and include an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, and other stakeholders. Our teams analyze assessment data to determine the needs of our school. The goals are determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP, and IOWA Achievement test for grade 2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey are the primary sources of data. Our teams also analyze teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. We use an early release day 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 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 consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. The CSIP is then sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting. Susan Brashear, Principal 3rd Grade Lead Teacher, Jodie Gambrell 4th Grade Lead Teacher, Kellie Clemens 5th Grade Lead Teacher, Crystal Lyttle 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 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), Stephanie Jones (parent), Jamie Bowman (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

Review the following flowchart to aid in completing the work.
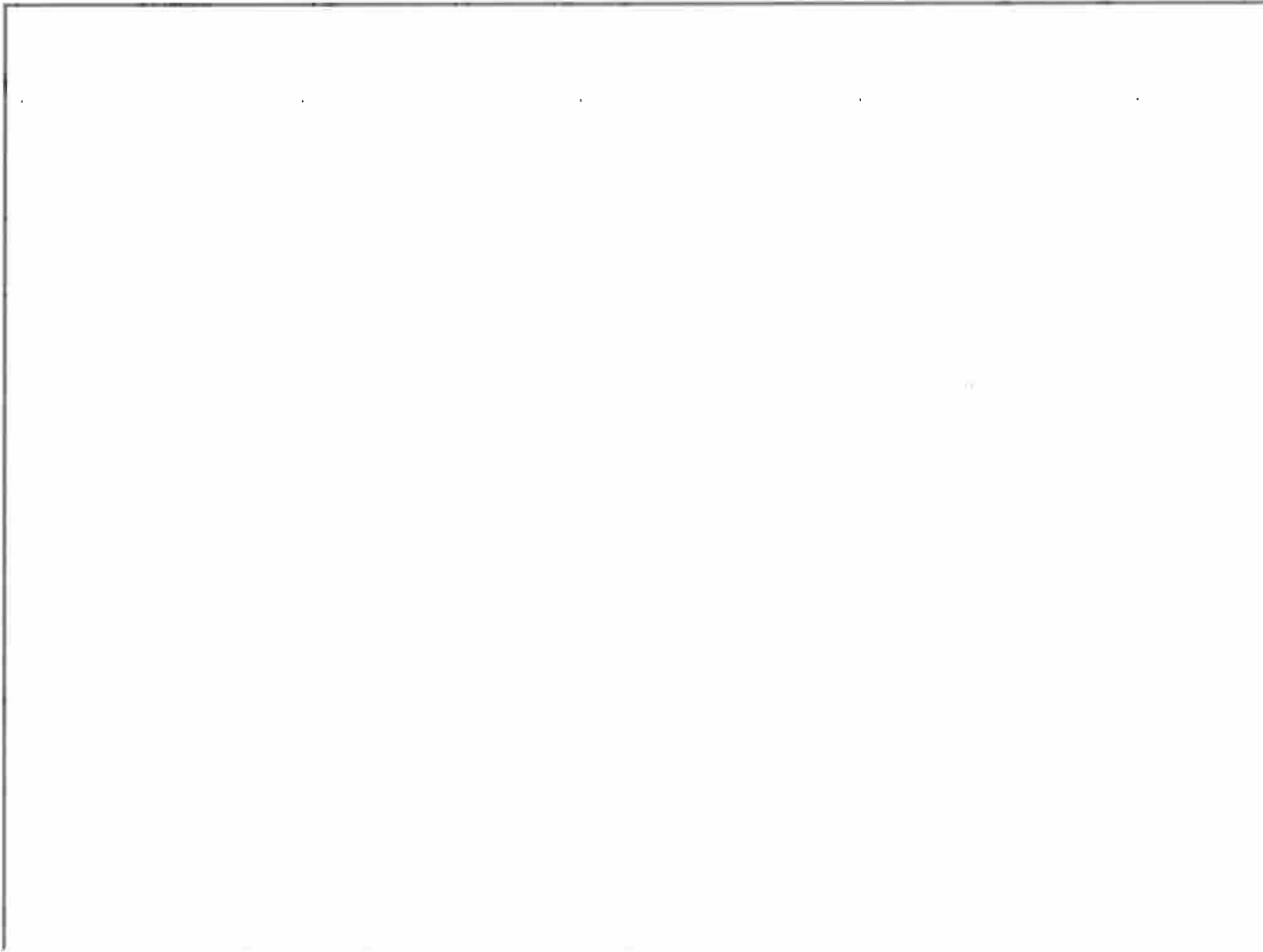
Closing the Gap

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

Step 2: Complete your findings and answers.

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

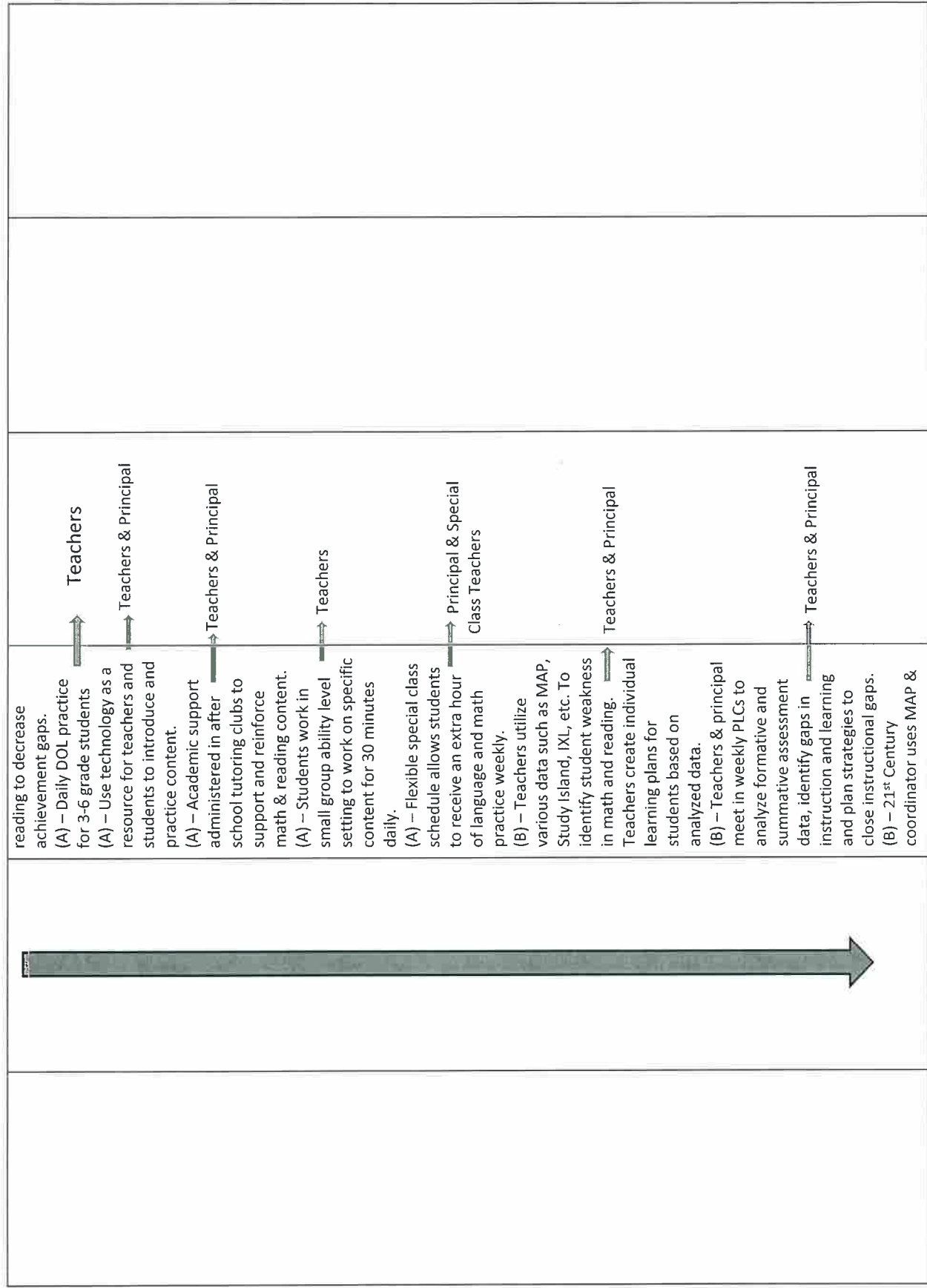See attachment below.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group Spreadsheet	Identification of achievement gap and percentage of populations in those gaps.	I
Achievement Gap Summary Spreadsheet	Achievement Gap Summary Spreadsheet	III

Gap Group/Total number of students	Percentage of Total School Population
WCIS students eligible for Free/Reduced 349	77.6%
WCIS students with IEP (disablilities) 117	26%

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 free/reduced lunch and have and IEP for disabilities	(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 for students who qualify for free/reduced lunch from 60.7% to 66.7% (10%). **Objective 2:** Collaborate to increase the percentage of P/D in math for students who qualify for free/reduced lunch from 52.5% to 57.7% (10%) and students with disabilities from 59.8% to 65.7% (10%).		(A) – RTA, MIT, Title I teaches will provide students with small group instruction in order to individualize instruction to enhance reading scores.	RTA/MIT Teachers	Analysis of formative/summative assessments, STAR, MAP, Reports from IXL, Study Island, Moby Max, and reviewing the Watch List	Grant Funds • Save the Children • 21st Century • RTA • MIT • Title I Funds FRC No Funding
		(A) – Students attending Save the Children Program & 21st Century Program will participate during and after school programs to enhance reading skills.	April Bowman & Tonya Frazier		
		(A) – Morning homework help sessions are made available 4 days/week before school.	April Bowman & BJ Shriner		
		(A) – Family Reading & Math Nights to increase parent/guardian involvement and awareness.	MIT & RTA Teachers		
		(A) – Assess students with universal screener to determine need for RTI Intervention. Then provide research based strategy in math and	Teachers & Principal		

reading to decrease achievement gaps.

(A) – Daily DOL practice for 3-6 grade students — **Teachers**

(A) – Use technology as a resource for teachers and students to introduce and practice content. → **Teachers & Principal**

(A) – Academic support administered in after school tutoring clubs to support and reinforce math & reading content. → **Teachers & Principal**

(A) – Students work in small group ability level setting to work on specific content for 30 minutes daily. → **Teachers**

(A) – Flexible special class schedule allows students to receive an extra hour of language and math practice weekly. → **Principal & Special Class Teachers**

(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. → **Teachers & Principal**

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

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

Teachers/SBDM

Phase III: Goal Builder for Schools

Whitley Central Intermediate School
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Last Modified: 08/01/2018
Status: Locked

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Phase III: Goal Builder for Schools

Comprehensive School Improvement Plan
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 the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

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 inspired by 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.

Upload your completed Goal Builder in the attachment area below:
You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

See attachment below.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Goal Builder	Goal Builder - Objectives and strategies for continuous improvement	

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 <mark>*Proficiency*</mark> **Goal**

<table>
<tr><td colspan="3">Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 61.5% in 2017 to 79.4% in 2019.</td></tr>
<tr>
<td>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

</td>
<td>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

</td>
<td>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	8/2017-5-2018	Classroom Teachers	Instructional
1B	9/2017-5/2018	Classroom Teachers	No Funding Required
1C	9/2017-5/2018	April Bowman	21st Century
1D	10/2017-5/2018	Susan Brashear	No Funding Required
2A	9/2017-5/2018	SBDM Council	No Funding Required
2B	9/2017-5/2018	Classroom Teachers	No Funding Required

</td>
</tr>
</table>

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the overall reading and math proficiency ratings for all students from 61.5% to 70.45% by 6/30/2018 as measured by KPREP delivery targets.	1. Design and Deploy Strategies	**A**. Students will use Study Island, Reflex Math, IXL, and Moby Max to work grade level content specific targeted areas based on MAP data.	MAP Reports	8/2017-5/2018	See chart above
		B. Flooding-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	9/2017-5/2018	See chart above
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 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	9/2017-5/2018	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, KPREP, and summative assessment data	10/2017-5/2018	See chart above
	2. Review, Analyze and Apply				

Goal 1: Increase the average combined reading and math K-Prep scores for elementary school students from 61.5% in 2017 to 79.4% in 2019.					
	Data	**A.** Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance.	KPREP data and PLC minutes	9/2017-5/2018	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.	MAP, KPREP, and summative assessment data	9/2017-5/2018	See chart above

2: Gap
State your <mark>Gap</mark> Goal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 57.6% in 2016 to 76.9% in 2019.

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	8/2017-5-2018	Classroom Teachers/Principal	Instructional
1B	8/2017-5/2018	Classroom Teachers/Principal	No Funding Required
1C	8/2017-5/2018	Classroom Teachers/Principal	No Funding Required
1D	8/2017-5/2018	RTA, MIT, & Title I Teachers	No Funding Required
2A	8/2017-5/2018	Classroom Teachers	No Funding Required
2B	8/2017-5/2018	Classroom Teachers/SBDM	No Funding Required
2C	8/2017-5/2018	FRC/Principal /Meleesha Hooper/Teachers	McKinney-Veto Grant/FRC

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 57.6% in 2016 to 76.9% in 2019.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 57.6% to 67.25% by 06/30/2017 as measured by KPREP delivery targets.	1. Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Moby Max and other math/reading computer applications and programs.	MAP, KPREP, Benchmark data, summative assessment data	8/2017-5/2018	See chart above
		B. Each day 3rd through 6th grade students will complete daily oral language practice.	MAP, KPREP, and summative assessment data	8/2017-5/2018	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	8/2017-5/2018	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 programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KPREP data	8/2017-5/2018	See chart above
	2. Review, Analyze and Apply Data	**E.** Collaborate, co-teach and support with reading and math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the need of the students.	PLC minutes, formative assessment data	8/2017-5/2018	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, IXL, Moby Max, Reflex Math	Individualized progress reports from Study Island, IXL, Moby Max, and Reflex Math	8/2017-5/2018	See chart above
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2017-5/2018	See chart above
		C. Address barriers that homeless children face in attending and succeeding in school and provide services needed to enable them to meet	IC Reports	8/2017-5/2018	See chart

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 57.6% in 2016 to 76.9% in 2019.					
		challenging academic expectations.			above

3: Graduation rate

State your <mark>Graduation rate</mark> **Goal**

Goal 3: 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 3: N/A					

4: Growth
State your <mark>Growth</mark> **Goal**

Goal 4: Increase the student growth percentile from 69.1% to 76.1% (10%) by 2018 as measured by the accountability calculator.					

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	8/2017-5-2018	Classroom Teachers/Principal	No Funding Required
1B	8/2017-5/2018	Classroom Teachers/Principal	No Funding Required
1C	8/2017-5/2018	Classroom Teachers	No Funding Required
2A	10/2017-5/2018	Classroom Teachers	No Funding Required
2B	9/2017-5/2018	April Bowman	21st Century
2C	10/2017-5/2018	Principal	No Funding Required

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the student growth percentile from 69.1% to 76.01% (10%) by 2018 as measured by the accountability calculator.	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 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	8/2017-5/2018	See chart above

Goal 4: Increase the student growth percentile from 69.1% to 76.1% (10%) by 2018 as measured by the accountability calculator.					
		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, Reflex Math, IXL, Moby Max and other math/reading computer applications and programs.	Lesson plans, Benchmark data, individualized reports from Study Island, Reflex Math, IXL, and Moby Max	8/2017-5/2018	See chart above
		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	8/2017-5/2018	See chart above
Objective 2:	2. Design and Deploy Standards	**A.** Flooding-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	10/2017 – 5/2018	See chart above
		B. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 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	9/2017-5/2018	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	10/2017-5/2018	See chart above

5: Transition readiness
State your <mark>Transition readiness</mark> **Goal**

Goal 5: Increase the percentage of students who are transition ready from 64.3% to 70.73 (10%) by 2019.

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.			
• 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	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Funding Source**
		1A	8/2017-5-2018	Classroom Teachers	No Funding Required
		1B	10/2017-5/2018	Classroom Teachers/Principal	No Funding Required
		1C	9/2017-5/2018	April Bowman	21st Century
		2A	10/2017-5/2018	Principal	No Funding Required
		2B	9/2017-5/2018	Principal, Paula Rickett, Laurel Bowlin	No Funding Required
		2C	8/2017-5/2018	Principal	Instructional Funds

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are transition ready from 64.3% to 70.73 (10%) by 2019.	1. Design and Deploy Strategies	**A.** Students will use Study Island, Reflex Math, IXL, and Moby Max to work grade level content specific targeted areas based on MAP data.	Individualized reports from Study Island, Reflex Math, IXL, and Moby Max, MAP data	8/2017-5/2018	See chart above
		B. Flooding-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	10/2017-5/2018	See chart above
		C. Morning/Afternoon tutoring-homework help – Students have the opportunity to receive homework help 4 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	MAP, KPREP, and summative assessment data	9/2017-5/2018	See chart above

Goal 5: Increase the percentage of students who are transition ready from 64.3% to 70.73 (10%) by 2019.					
		Century program. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00.			
Objective 2:	2. Design, Align and Deliver Support	**A**. 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	10/2017-5/2018	See chart above
		B. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year to work with fifth grade students and teachers to help increase writing scores.	Writing scrimmage results, Writing KPREP data	9/2017-5/2018	See chart above
		C. IXL Social Studies has been purchased specifically for fifth grade to support teachers with an extra resource and to support students with an additional instructional resource.	Reports from IXL and Social Studies KPREP data	8/2017-5/2018	See chart above

6: Other (optional)
State your <mark>Other</mark> **Goal** (optional)

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	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.

Goal 6:					
		[Activities](#) • [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

Phase III: Executive Summary for Schools

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 08/01/2018
Status: Locked

TABLE OF CONTENTS

Phase III: Executive Summary for Schools

Description of the School

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

Please see attached.

ATTACHMENTS

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

School's Purpose

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

Please see attached.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

Please see attached.

ATTACHMENTS

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

Additional Information

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

Please see attached.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Executive Summary - Additional Information	Executive Summary - Additional Information	
Executive Summary - Description of School	Executive Summary - Description of School	
Executive Summary - Notable Achievements and Areas of Improvement	Executive Summary - Notable Achievements and Areas of Improvement	
Executive Summary - School's Purpose	Executive Summary - School's Purpose	

Additional Information

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

Whitley Central Intermediate School is located near the Goldbug Community, which resides in Whitley County. Whitley Central Intermediate School was established in 2003. Williamsburg is located 15 miles from the Tennessee state line. The county has a population of approximately 36,096 people. It is 97.1% white, 0.8% black, 0.3% Native American, 0.5% Asian, 1.2% Hispanic, and 1% multiracial. The per capita income in the past 12 months is $16,748 - well below the state average of $24,063. Of the county's population, 29.2% is below the poverty level. This is much higher than the 18.5% state average. 82.9 % of our student populations eligible for free/reduced lunch. The Intermediate School services 450 students in grades 3-6. 29.7% of the students qualify for some type of special education service.

The students are served by 34 FTE educators, which includes a librarian, seven special education teachers, one FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher a and an arts and humanities teacher. The students are also served by a speech/language pathologist, a family resource director, a school nurse, two counselors, two office clerks, seven cooks, and four custodians. Whitley Central Intermediate School is governed by a Site Based Decisions Making Council.

The Accelerated Reader (AR), Read to Achieve, Math Intervention, and Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 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 morning tutoring services during the week.

Whitley Central Intermediate is continually looking for ways to involve and be involved in community events and activities. Our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project and our Community Wide Thanksgiving Meal in which teachers, students, parents and community members come together to host a wonderful meal for our community. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, and local health department share information about careers for career fair, emergency preparedness, and hygiene information.

In the last three years, Whitley Central Intermediate (WCIS) has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years. This past year the sixth grade class at WCIS showed a 5% increase in the number of students scoring proficient and distinguished on reading KPREP. Furthermore, 53% of the sixth grade students scored proficient on reading KPREP, an 8% increase from last year. 48% of sixth grade students scored proficient on math KPREP, a 6% increase. Overall, 84% of sixth grade students or scored proficient or distinguished in reading. 69% of sixth grade student scored proficient or distinguished on math KPREP.

In 2016-2017 the percentage of students scoring proficient and distinguished in reading and math was above the state average. 64.6% of students scored proficient or distinguished in reading while the state percentage was 54.3. 58.1% of students scored proficient or distinguished in math while the state percentage was 49.1.

In 2015-2016 the percentage of students scoring proficient and distinguished in reading and math was above the state average. 64.8% of students scored proficient or distinguished in reading while the state percentage was 56%. 58.2% of students scored proficient or distinguished in math while the state percentage was 51.8.

In 2014-2015 the percentage of students scoring proficient and distinguished in reading and math was above the state average. 65.1% of students scored proficient or distinguished in reading while the state percentage was 54.2. 59.4% of students scored proficient or distinguished in math while the state percentage was 48.8.

On the 2016-2017 KPREP, WCIS 3rd grade Reading P/D (53.7) was above the state average (55.8). WCIS 3rd grade Reading P increase +8.2 from 2016 to 2017. WCIS 4th grade math, language mechanics, and reading P/D were above the state average. All 5th grade scored above the state average for P/D in reading, math, social studies, and writing. WCIS 6th grade P/D was above the state average in Reading Math and language mechanics. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best.

Various areas of concerns & improvement plans:

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

According to test data, our largest areas for improvement at WCIS are in novice reduction for 3rd grade reading and math. There was a +5.4 increase in 3rd grade students scoring novice in reading and +9.1 increase in 3rd grade students scoring novice in math. At WCIS, there was a +3.9 increase in 5th grade students scoring novice in reading and a +3.9 increase in 5th grade students scoring novice in math.

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

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

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

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, Myon, and Moby Max. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs.

To encourage students to read and go beyond their AR goals, our staff will offer a reading 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. It is 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 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 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 third grade.

The Whitley Central Intermediate School staff believes that every student can learn. It is our responsibility to enhance learning. Through the partnership of parents, communities, and educators, our goal is that 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 and humanities and practical living and career studies.

We are proud of the opportunities afforded to ALL students at Whitley Central Intermediate School. After-school activities include tutoring, reading enrichment through Save the Children and 21st Century programs. WCIS is a Title I school using funds to do Math and Reading Intervention through small group pull outs. 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 Read to Achieve Intervention teacher, Math Intervention teacher, 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. WCIS is fortunate to receive Read to Achieve (RTA) Grant funding and Math Intervention funding (MIT). The funding for these programs provides our school with a full-time RTA teacher and MIT teacher who services third grade students in a small group setting who are at risk of falling below grade level but do not receive special education services. Students who require more challenge to further excel are offered monthly Gifted and Talented Services.

Program Assurance Document

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 02/26/2018
Status: Locked

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Program Assurance Document

Program Assurances Document

By completing these assurance statements schools, including principals and SBDM Council members, as well as superintendents, are documenting that foundational elements have been reviewed by school staff and are in place for the 2017-18 school year. This statement further ensures that review and approval prior to submission in eProve™ was completed on or before midnight on February 28, 2018.

Choose Yes or No for each statement

Writing Program Assurances

(Required by all schools, elementary, middle and high)

1. All students will be recipients of writing instruction/experiences throughout the school year.

   - **Yes**
   - ○ No

2. When writing is considered in the school, the implication is that a writing program consists of speaking, listening, writing, reading and language usage.

   - **Yes**
   - ○ No

3. Students will write for a variety of audiences and purposes throughout the school year.

   - **Yes**
   - ○ No

4. Consistent and timely feedback is provided to improve and guide students' writing skills.

   - **Yes**
   - ○ No

Global Competency/World Languages Program Assurances

*(Required for **middle and high schools only**. Elementary schools should respond with N/A.)*

1. Teachers instructing in the areas of world languages at the high school level (in cases where students are receiving credits for the classes) are certified in the area they are instructing in accordance with KRS 161.028 (1). (Required for High Schools only)

- ○ Yes
- ○ No
- ● **N/A**

2. Participation in one course does not prevent students from having an opportunity to participate in world languages courses.

- ● **Yes**
- ○ No

3. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally prepared to support communities and companies.

- ● **Yes**
- ○ No

4. Schools uphold the KBE's commitment to making global readiness an explicit part of existing college-and-career ready agenda by ensuring all students are globally-aware citizens and workers who understand how to cooperate and compete in an increasingly globally-connected economy.

- ● **Yes**
- ○ No

Visual and Performing Arts Program Assurances
(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of the visual and performing arts are certified in the area they are instructing in accordance with KRS 161.028 (1).

- **Yes**
- ○ No

2. At the high school level, a variety of courses are offered that fall into each of the visual and performing arts sub-categories: dance, theater, music, media art and visual art. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ○ Yes
- ○ No
- **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in visual and performing arts courses.

- **Yes**
- ○ No

4. Schools address all five areas of the visual and performing arts: music, dance, theater, media art and visual art.

- **Yes**
- ○ No

5. Arts teachers have access to equitable resources and space to implement successful programs.

- **Yes**
- ○ No

Practical Living and Career Studies (PLCS) Program Assurances

(Required by all schools, elementary, middle and high)

1. Teachers instructing in the areas of physical education and health are certified in the area they are instructing in accordance with KRS 161.028 (1).

- ● **Yes**
- ○ No

2. At the high school level, a variety of courses are offered that to fall into each of the PLCS sub categories: physical education, health, career studies and consumerism. (Required for **high schools only**. Elementary and middle schools should respond with N/A.)

- ○ Yes
- ○ No
- ● **N/A**

3. Participation in one course does not prevent students from having an opportunity to participate in PLCS courses.

- ● **Yes**
- ○ No

4. Schools address all four areas of the PLCS: physical education, health education, consumer studies and career studies.

- ● **Yes**
- ○ No

5. PLCS teachers have access to equitable resources and space to implement successful programs.

- ● **Yes**
- ○ No

K-3 Assurances
(Required by all schools housing any, or all of these grade levels)

1. A core instructional program for all K-3 students that provides equitable access to all required Kentucky Academic Standards.

- ● **Yes**
- ○ No
- ○ N/A

2. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Support for early intervention is provided through a multi-tiered system of support including differentiated as well as targeted, intensive academic and behavioral interventions.

- ● **Yes**
- ○ No
- ○ N/A

3. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Universal screening and diagnostic assessments are used to determine individual student needs and baseline performance. Multiple sources of data are used when determining the level of intervention services needed.

- ● **Yes**
- ○ No
- ○ N/A

4. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Academic and behavioral interventions are research-based and vary in intensity and duration to meet the needs and to maximize the achievement of the individual student.

- ● **Yes**
- ○ No
- ○ N/A

5. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Interventions are implemented with fidelity and delivered by individuals qualified to provide the intervention services.

- ● **Yes**
- ○ No
- ○ N/A

K-3 Assurances

6. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Advancement of the individual student is monitored through a comparison of baseline data collected prior to intervention and ongoing progress data, including documentation of assessments, measures of behavior, progress during instruction and evaluation, at regular intervals for continuous need analysis.

- **Yes**
- ○ No
- ○ N/A

7. A system that addresses accelerated learning, achievement gaps, highly-effective instruction, readiness to learn and student transitions. The system provides a seamless framework, using state and federal funding that addresses academic and behavioral needs and is accessible to all students. (As required in Senate Bill 1, including specifically diagnostic data): Individual student reports are shared with the parents/guardians of each student in kindergarten through grade 3 that summarize the student's skills in mathematics, reading and writing, the student's behavior and any other intervention plans and services being delivered.

- **Yes**
- ○ No
- ○ N/A

8. A continuous improvement process is in place for the K-3 program.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)