



2019-20 Phase Three: Executive Summary for Schools_10302019_11:13

2019-20 Phase Three: Executive Summary for Schools

Whitley Central Intermediate School

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United States of America

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2019-20 Phase Three: Executive Summary for Schools

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

See attached

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

See attached

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

See attached




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

Not applicable

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

Not Applicable

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Executive Summary - Description of the School | | . |
|  Executive Summary - Notable Achievements and Areas of Improvement | | . |
|  Executive Summary - School's Purpose | | . |

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?

Whitley Central Intermediate School is located main campus off 25W in Williamsburg 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 36,242 people. It is 96.9% white, 0.9% black, 0.3% Native American, 0.5% Asian, and 1.3% Hispanic. The per capita income in the past 12 months is \$18,463 - well below the state average of \$31,177. Of the county's population, 26.5% is below the poverty level. This is much higher than the 11.8% state average. 78.9% % of our student population is eligible for free/reduced lunch. The Intermediate School services 456 students in grades 3-6. 26% of the students qualify for some type of special education service.

The students are served by 35 FTE educators, which includes a librarian, seven special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher, and an arts and humanities teacher. The students are also served by one principal, 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, Veterans' Day Breakfast, 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.

Executive Summary for Schools

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.

Notable Achievements

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 and the new rating of 4 Star School. Based on 2018-2019 KPREP data, our school maintained high rates of proficient and distinguished and maintained low percentages of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. The number of students scoring novice in reading and math in the gap groups was also very low.

In the last three years, our feeder school Whitley Central Primary School has also made several important achievements in multiple areas. For the 2018-2019 academic year, we are also particularly proud of our IOWA Achievement Test scores. Kindergarten-2nd grade were well above grade level in all areas. Another notable achieve was on the Brigance Kindergarten Readiness Screener. 58.2% of students were Kindergarten Ready on the Brigance K-screen. Our Kindergarten Readiness (58.2) was +10.1 higher than the district (48.1) and +6.2 higher than the state average (51).

For the 2018-2019 school year, Whitley Central Intermediate's proficiency score was 91.3, the highest in the Whitley County School District. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity. Because of this collaboration our schools were recognized as 4 Star Schools by the South East South Central Cooperative. Below are some areas of notable achievement for WCIS for the 2018-2019 school year.

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

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

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

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

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

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

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

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

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

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

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

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

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

Various areas of concerns & improvement plans:

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

For the 2019-2020 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress. We will be intentional about identifying students who did not make growth in reading and math and create a plan for those students to ensure that we do everything possible to help those students achieve growth.

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

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

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

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

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

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

To increase growth and continue to reduce the number of students scoring 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, and Accelerated Reader (AR). Furthermore, our school will align the curriculum to ensure that it is 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, and Myon. 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 increase growth and continue to 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.

Teachers will also continue to supplemental resources such as Myon, Study Island, Xtra math, IXL, Wordly Wise Vocabulary Instruction, Vocabulary City, Simple Solutions Science & Social Studies, and IReady Writing to supplement students' practice of skills in reading, math, writing, science, and social studies. Students whose MAP scores indicate a weakness in reading or math will be referred for tutoring to give them additional opportunities to practice skills and activities designed to address their individual areas of need.

Executive Summary for Schools

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.

School's Purpose

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 offer 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.



2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Whitley Central Intermediate School

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Susan Brashear August 29, 2019



2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Whitley Central Intermediate School

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2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Please see attachment below.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

Please see attachment below.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Please see attachment below.

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.

Potential Source of Problem

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Please see attachment below.







Strengths/Leverages

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

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

Please see attachment below.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|--|--------------------|
|  Current State Potential Source of Problem | Processes, practices or conditions on which the school will focus its resources and efforts in order to produce the desired changes. | • |
|  Needs Assessment Current State | Current conditions with numbers and percentages based on KPREP scores. | • |
|  Needs Assessment Priorities and Concerns | Identified areas of weakness with numbers and percentages | • |
|  Needs Assessment Protocol | Detail of the process used for reviewing, analyzing, and applying data results. | • |
|  Needs Assessment Strengths/ Leverages | Numbers and percentages from current data of the school's strengths and leverages | • |
|  Needs Assessment Trends | Data trends from the previous two academic years | • |

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. Students also will benefit from our 21st Century and Save the Children Programs that provide in school and after school opportunities for students to receive additional support in the areas of reading and math.

Teachers attend various trainings to help develop strategies to use in the classrooms to improve in these areas. Several teachers 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 fourth and/or fifth grade teachers students 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. Teachers are also implementing Striving Readers Comprehensive Literacy Grant resources such as Wordly Wise, Scholastic Readers, Vocabulary City, and Generation X throughout grades 3-6. We hope that by implementing this resource in all grade levels it will help boost vocabulary and spelling skills.

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. Students have additional time to practice reading skills and earn their AR points during our Save the Children after school program Monday through Thursday.

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 an online 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. Students may also benefit from Family Engagement time during monthly Family Math and Reading Night and the DARE Program. Students have the opportunity to get additional help with math during our 21st Century after school program and the Crazy Eights Math Program now included in our Save the Children after school program.

WCIS focuses on students' attendance to ensure that students are receiving instructional services to the greatest extent possible. We promote monthly and weekly attendance challenges to encourage our students to come to school as much as possible. Our attendance clerk regularly sends home flyers that contain information and tips to encourage parents to make sure all students have the best attendance possible.

Review, Analyze, and Apply Data Results

To help us improve on our reading and math scores, we analyze our MAP data and offer students homework/ tutoring time in the morning. These students then receive additional time for support and/or 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 is 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/afternoon 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: Academic State

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

36.3% of third grade students scored distinguished on reading KPREP.

35.4% of third grade students scored proficient on reading KPREP.

21.2% third grade students scored apprentice on reading KPREP.

7.1% of third grade students scored novice on reading KPREP.

16.8% of third grade students scored distinguished on math KPREP.

51.3% of third grader students scored proficient on math KPREP.

29.2% third grade students scored apprentice on math KPREP.

2.7% of third grade students scored novice on math KPREP.

31.5% of fourth grade students scored distinguished on reading KPREP.

43.5% of fourth grade students scored proficient on reading KPREP.

20.4% fourth grade students scored apprentice on reading KPREP.

4.6% of fourth grade students scored novice on reading KPREP.

28.7% of fourth grade students scored distinguished on math KPREP.

42.6% of fourth grade students scored proficient on math KPREP.

25.9% fourth grade students scored apprentice on math KPREP.

2.8% of fourth grade students scored novice on math KPREP.

31.4% of fifth grade students scored distinguished on reading KPREP.

40% of fifth grade students scored proficient on reading KPREP.

20% of fifth grade students scored apprentice on reading KPREP.

8.6% of fifth grade students scored novice on reading KPREP.

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

37.1% of fifth grade students scored proficient on math KPREP which is a 10% decrease.

32.4% fifth grade students scored apprentice on math KPREP.

2.9% of fifth grade students scored novice on math KPREP.

37% of sixth grade students scored distinguished on reading KPREP.

42.9% of sixth grade students scored proficient on reading KPREP.

17.6% of sixth grade students scored apprentice on reading KPREP.

2.5% of sixth grade students scored novice on reading KPREP.

27.7% of sixth grade students scored distinguished on math KPREP.

41.2% of sixth grade students scored proficient on math KPREP.

31% sixth grade students scored apprentice on math KPREP.

0% of sixth grade students scored novice on math KPREP.

69% of 3rd grade students scored proficient or distinguished in reading.

68.1% of 3rd grade students scored proficient or distinguished in math.

72.9% of 4th grade students scored proficient or distinguished in reading.

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

70% of fifth grade students scored proficient or distinguished in reading.

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

79.6% of sixth grade students scored proficient or distinguished in reading.

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

Comparison of scores for students who are economically and non-economically disadvantaged and students with and without disabilities are:

Proficient/Distinguished - Reading

Economically Disadvantaged – 73%

Non- Economically Disadvantaged – 80%

Proficient/Distinguished - Math

Economically Disadvantaged – 64.9%

Non- Economically Disadvantaged – 80%

Proficient/Distinguished - Reading

Students with Disabilities – 82.9%

Students without Disabilities – 71.6%

Proficient/Distinguished - Math

Students with Disabilities – 75.2 %

Students without Disabilities – 65.9%

Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky's Academic Standards in reading and mathematics. Our school's combined reading and math proficiency score is well above the district and state score.

The **Separate Academic Indicator** is determined by reaching the desired level of knowledge and skills in science, social studies and writing in elementary and middle schools, and science and writing at high school. Our school's writing score is 2.9 points above the state average but 4.7 points below the district score.

Growth is based on a comparison of student performance from one year to the next in reading and mathematics. The school is assigned points (0-300) based upon a Growth Value Table. The more the student grows, the more points are awarded. Growth is determined at the elementary and middle school levels only. Our school's growth score is 2.4 points below the district growth score and 3.3 points below the state growth score.

Whitley Central Intermediate School's proficiency, separate academic indicator, and growth scores compared to the state average are as follows:

| Whitley Central Intermediate | District | State of Kentucky |
|-------------------------------------|----------------------------|----------------------------|
| Combined Rding/Math - 91.2 | Combined Rding/Math - 85.8 | Combined Rding/Math - 70.4 |
| Reading - 74.6 | Reading - 68.5 | Reading - 54.6 |
| Math – 68.3 | Math - 62.1 | Math – 48.6 |
| Writing – 49.5 | Writing – 54.2 | Writing – 46.6 |
| Social Studies – 70.5 | Social Studies - 69.2 | Social Studies – 53 |
| Science – 55.6 | Science – 45.8 | Science – 31.7 |
| Growth – 54.4 | Growth – 56.8 | State – 57.7 |

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 2018-2019 school year 73% of the students at Whitley Central Intermediate School were listed as Economically Disadvantaged. 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. 13.1% qualified for gifted and talented services, 5.9% were listed as 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 2018-2019 school year was 95.5%. 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 97 students per year the past two years.
- The number of behavior referrals slightly increased from 127 behavior referrals in 2017-2018 to 132 behavioral referrals in 2018-2019.

Current State: Priorities and Concerns

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

For the 2019-2020 school year we will continue to monitor student progress and deploy strategies that will allow us to maintain our proficiency levels and decreased novice percentages in reading and math. We will allocate more intentional focus on growth, science and writing progress. We will be intentional about identifying students who did not make growth in reading and math and create a plan for those students to ensure that we do everything possible to help those students achieve growth.

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

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

Based on 2017-2018 KPREP data 57% of fifth grade students scored proficient or distinguished in writing. Based on 2018-2019 KPREP data 49.5% of students scored proficient or distinguished in writing. Our writing goal for 2019-2020 is to increase the percentage of students scoring proficient/distinguished in writing from 49.5% to 52.5% or higher.

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

Understanding Continuous Improvement: Protocol

Analyzing & Applying Data Results

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.

The Whitley Central Intermediate School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Primary School, and other stakeholders. We begin in weekly PLC meetings 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 greater 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. 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 continually 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. During weekly PLC meetings minutes are taken. These minutes allow us to document our intentions and provide us with a starting point for each future meeting. I also meet periodically one on one with teachers to create a list of students in the lower range areas, specific struggles or challenges students may facing, and/or teacher concerns. Also during this one on one meeting, we discuss strategies that teachers feel are most beneficial and also discuss any barriers they feel may be hindering student progress or success. We will monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on regular basis to discuss strategies, scores, and needed resources throughout the school year.

The goals are determined by data for components of proficiency (reading and math) separate academic indicator (science, social studies, and writing), and growth (reading and math). The school report card, MAP, KPREP, formative and summative assessments, and IOWA Achievement test for Grades 2-6, 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. As the data becomes available, it is discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDM Council 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 performed 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 areas of success. Additionally, we compile an improvement list and include 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 could be put in place daily in their classrooms. The final step is discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Jodie Gambrell

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, John Crisologo

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

WCIS Site Base Decision Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Jenine Leskiw (parent), Melissa Lawson (parent)

WCIS PTO, President Kellie Clemens, Treasure Melissa Lawson

Whitley Central Primary Principal, Brandon Anderson

2nd Grade Lead Teacher, Michelle Shelly

1st Grade Lead Teacher, Lisa Sweet

Kindergarten Lead Teacher, Vicky Walden

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

WC Primary PTO, President Carla Rose, Treasure Samantha Collett

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

Current State – Strengths/Leverages

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

2017-2018 KPREP Proficiency Data

81.4% of 3rd grade students scored proficient or distinguished in reading.

79.4% of 3rd grade students scored proficient or distinguished in math

71% of 4th grade students scored proficient or distinguished in reading.

79% of 4th grade students scored proficient or distinguished in math.

77% of 5th grade students scored proficient or distinguished in reading.

74% of 5th grade students scored proficient or distinguished in math.

82% of 6th grade students scored proficient or distinguished in reading.

77% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Proficiency Data

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

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

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

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

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

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

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

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

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

2017-2018 KPREP Novice Data

Third Grade – 3.9% of students scored novice in reading and 3.9% in math.

Fourth Grade – 5.2% of students scored novice in reading and 2.6% in math.

Fifth Grade – 11% of students scored novice in reading and 4.2% in math.

Sixth Grade – 4% of students scored novice in reading and 2% in math.

2018-2019 KPREP Novice Data

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

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

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

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

Current State – Trends

Academic trends:

2015-2016 – 12% of students score novice in reading.

2015-2016 – 8.9% of students score novice in math.

2016-2017 – 11.9% of students scored novice in reading.

2016-2017 – 9.9% of students scored novice in math.

2017-2018 – 6% of students scored novice in reading.

2017-2018 – 3% of students scored novice in math.

2018-2019 – 5.6% of students score novice in reading.

2018-2019 – 2% of students scored novice in math.

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

2017-2018 – Total Growth Indicator - 17.8

2017-2018 – Reading Growth Score – 21.3

2017-2018 – Math Growth Score – 14.3

2018-2019 – Total Growth Indicator – 55.4

2018-2019– Reading Growth Score – 58

2018-2019 – Math Growth Score –50.8

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

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

2016-2017 – Students seeing or referred to counselor - approximately 100

2017-2018 – Students seeing or referred to counselor - approximately 104

2018-2019 – Students seeing or referred to counselor - approximately 97

2016-2017 – 151 behavioral referrals

2017-2018 – 127 behavioral referrals

2018-2019 – 133 behavioral referrals

The number of students needing counseling services has stayed relatively close in range the past three years. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. When students work through their social and emotional issues with the help of their parents or guardians and the counselor, they are able to devote attention and energy to the intellectual tasks at school.



2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached

II. Achievement Gap Analysis

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

See attached

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

See attached

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

See attached

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

See attached

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

See attached

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

See attached

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

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing

the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

See attached

III. Planning the Work

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

See Attached




Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

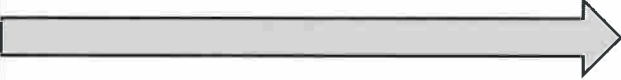
Step 2: Complete your findings and answers.

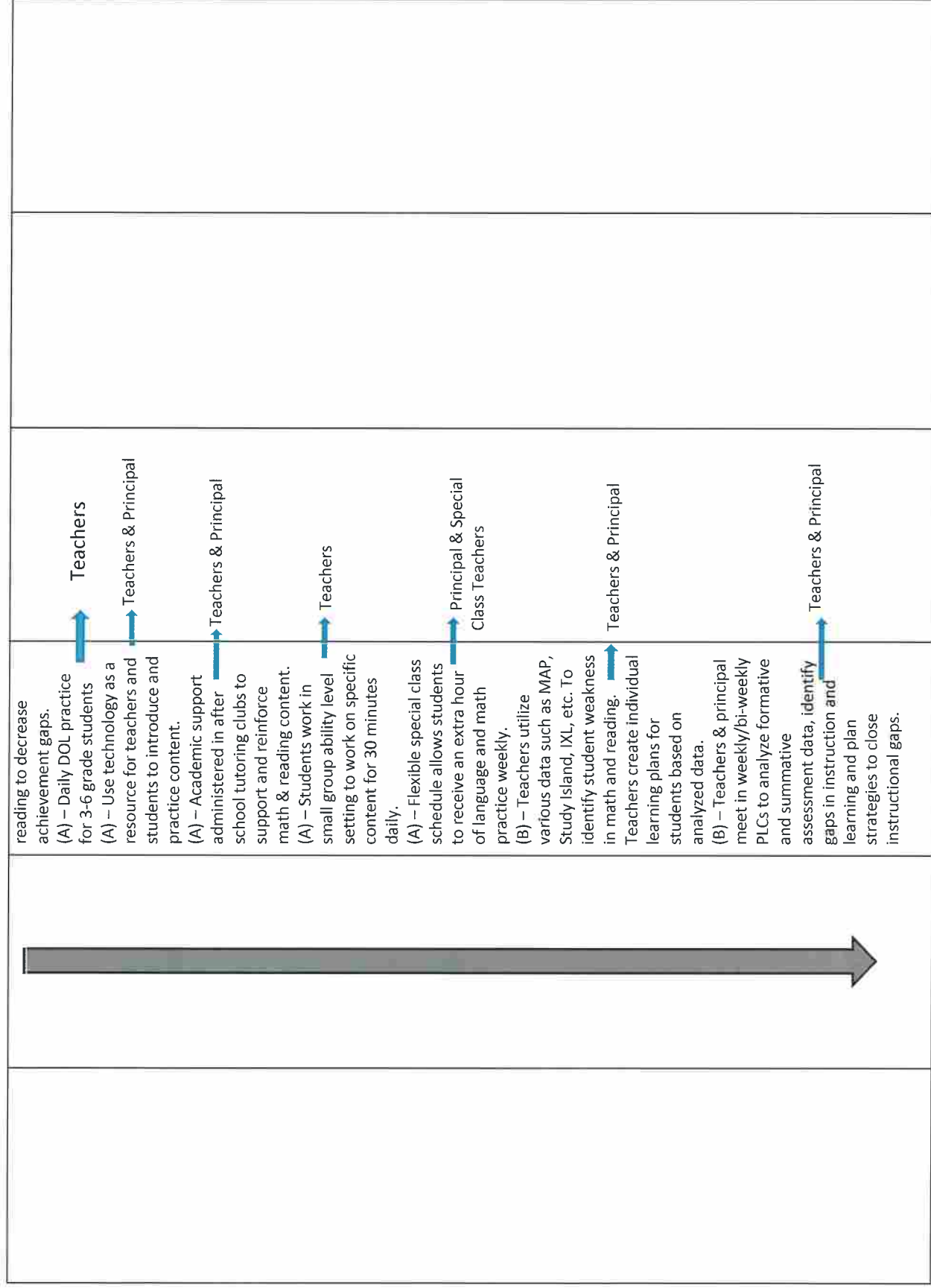
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.


See attached

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|--------------------|
|  Closing the Achievement Gap Spreadsheet | Measurable goals for each identified gap population and content area for the current school year. | • |
|  Closing the Achievement Gap - Achievement Gap Analysis | Achievement Gap Analysis - Questions A-G | • |
|  Closing the Achievement Gap - Achievement Gap Group Identification | Achievement Gap Group Identification | • |

| Measurable Gap Goal | Strategy to Address Goal | Activities to Implement Strategy | Person Accountable | Method of Progress Monitoring | Funding Mechanism and Amount |
|---|---|---|--|---|---|
| <p>Increase the percentage of students scoring proficient/distinguished in reading and/or math who qualify for students who are economically disadvantaged.</p> <p>Objective 1: Collaborate to increase the percentage of P/D in reading and math for students who qualify for free/reduced lunch. *Reading from 73% to 74.2% or higher *Math from 64.9 to 66.5 or higher</p> | <p>(A) Design, align, and deliver support processes with sub-group focus</p> <p>(B) Review, Analyze and Apply Data Results</p>  | <p>(A) – RTA, MIT, Title I teachers will provide instruction in order to individualize instruction to enhance reading scores.</p> <p>(A) – Students attending Save the Children Program & 21st Century Program will participate during and after school programs to enhance reading skills.</p> <p>(A) – Morning homework help sessions are made available 4 days/week before school.</p> <p>(A) – Family Reading & Math Nights to increase parent/guardian involvement and awareness.</p> <p>(A) – Assess students with universal screener to determine need for RTI Intervention. Then provide research based strategy in math and</p> | <p>RTA/MIT Teachers</p> <p>April Bowman & Tonya Frazier</p> <p>April Bowman & BJ Shriner</p> <p>MIT & RTA Teachers</p> <p>Teachers & Principal</p> | <p>Analysis of formative/summative assessments, STAR, MAP, Reports from IXL, Study Island, Moby Max, and reviewing the Watch List</p> | <p>Grant Funds</p> <ul style="list-style-type: none"> • Save the Children • 21st Century • RTA • MIT • Title I Funds <p>FRC</p> <p>No Funding</p> |



| | | | | |
|--|---|---|--|--|
| |  | <p>(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.</p> <p>→ April Bowman</p> <p>→ Teachers/SBDM</p> <p>(B) – Teachers and SBDM council review student performance data to monitor progress.</p> | | |
|--|---|---|--|--|

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 economically disadvantaged status or disabilities. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. We cater to individual needs and create a healthy physical environment. We build self-esteem and foster respect for diversity. At our feeder school, Whitley Central Primary, 80% of the student population is eligible for free/reduced meals, and 23% of the student population receives special education services. At the Intermediate 78.9% of the student population is eligible for free/reduced meals, and 26% of the student population receives special education services. Because the gap group makes up large amount of the school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley Central Intermediate School (WCIS) makes it their top priority to meet the needs of all students.

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

There are several gap groups we have successfully closed. In the area of Reading, **Students with Disabilities** scores have continually increased from 67.7% in 2015-16 to 72.6% in 2016-17 and 85.2% in 2017-2018. In 2018-2019 students with disabilities maintained a high proficiency percentage of 82.9%.

In the area of Math, **Students with Disabilities** went from 60.2% in 2015-16 to 59.8% in 2017-2018. In 2018-2019 students with disabilities maintained a high proficiency percentage of 75.2%.

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

In the area of Social Studies, **Students with Disabilities** scores have decreased -1.6 from 80.8% in 2015-16 to 79.2% in 2016-17 to 71% in 2017-2018. In 2018-2019 scores increased to 75.3%.

In the area of Reading in 2015-2016, 62.5% of **Economically Disadvantaged Students** scored proficient/distinguished. In 2016-2017 that percentage decreased to 60.7%. But last year in 2017-2018 that percentage increased to 75.7%. In 2018-2019 economically disadvantaged students maintained a high proficiency percentage of 73%.

In the area of Math in 2015-2016, 54.2% of **Economically Disadvantaged Students** scored proficient/distinguished. In 2016-2017 that percentage decreased to 52.5%. But last year in 2017-2018 that percentage increased to 73.5%. In 2018-2019 scores increased to 64.9%.

In the area of Writing in 2015-2016 39.5% of Economically Disadvantaged Students scored proficient/distinguished. In 2016-2017 that percentage increased to 51.9%. But last year in 2017-2018 that percentage decreased to 48.9%. In 2018-2019 scores increased to 54.5%.

In the area of Social Studies in 2015-2016, 75% of Economically Disadvantaged Students scored proficient/distinguished. In 2016-2017 that percentage decreased to 72.2%. In 2017-2018 61.1% of students in this category scored proficient/distinguished, causing this area to be an area of focus and concern. In 2018-2019 scores increased to 65.2%.

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

Students with Disabilities

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

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

Economically Disadvantaged Students

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

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

- D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.**

Students with Disabilities

Reading - 2015-2016 – 67.7%
2016-2017 – 72.6%
2017-2018 – 85.2%
2018-2019 – 82.9%

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

Economically Disadvantaged Students

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

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

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

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

Another barrier that has prevented us from closing the achievement gap to a greater degree is below grade-level performance by many of our students. Many times our third grade students

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

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

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

Whitley Central Intermediate School involves all stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. We review all relevant student academic performance data and include an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, and other stakeholders. Our teams analyze assessment data to determine the needs of our school. The goals are determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. The school report card, MAP, and IOWA Achievement test for grade 2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, and the KY Tell Survey are the primary sources of data. Our teams also analyze teacher, parent and student input and various district program reports in order to identify objectives, strategies, and activities. We use PLC meeting times for total data analysis to drill down on reports. This valuable information helps our school to answer relevant questions about our students' responses to our delivery of curriculum, as well as to analyze trends across the past three data cycles to better understand potential future implications for our school. As the data is available, it is discussed and analyzed in faculty meetings, in PLCs, and by SBDMC leadership. We look at the data from individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students perform in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. "Celebrations" are noted and the instructional practices are listed that contribute to those successes. Additionally, we note an improvement list and included specific instructional

strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that would be put in place daily in their classrooms. We also discuss standards that are shared between two consecutive grade levels. The teachers in the consecutive grade levels meet to break down those shared standards to identify how the content in each of those standards are being taught and how the teachers can plan their delivery methods in a way that ensure the most beneficial instruction of each shared standard. The CSIP is sent to the district office for suggestions and approval. Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

Susan Brashear, Principal

Whitley Central Intermediate 3rd Grade Lead Teacher, Jodie Gambrell

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, Tonya Frazier

21st Century Coordinator, April Bowman

Math Intervention Teacher, Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

Site Base Decision Making Council Members: Bryan Stewart (teacher), Cindy Moses (teacher), Elizabeth Kidd (teacher), Jenine Leskiw (parent), Melissa Lawson (parent)

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Family Resource Advisory Council

Save the Children Site Coordinator, Joy Begley

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

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

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

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

| Gap Group/Total number of students | | Percentage of Total School Population |
|---|-----|---------------------------------------|
| Economically Disadvantaged | 398 | 78.90% |
| Students with Disabilities | 133 | 26% |
| | | |
| | | |
| | | |
| | | |
| Data collected from Infinite Campus Ky. State Reporting 2018-2019 | | |



2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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2019-20 Comprehensive Improvement Plan for Schools

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

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

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

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

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may

be quantitative or qualitative, but are observable in some way.

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

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

There are six (6) required district goals:

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

The required school goals include the following:

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


. a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

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

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

See attached

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------|--------------------|
|  Comprehensive School Improvement Plan - Goal Builder | | . |

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency

State your Proficiency Goal

| Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 78.1 by 2022 and Math from 68.3 to 72.6 in 2022. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------------|---|--|---|-----------------|-------------------|----------|--------------------|----------------|----|---------------|--------------------|-------------------------------------|----|---------------|--------------------|---------------------|----|---------------|----------------------------|--|----|----------------|----------------|---------------------|----|---------------|----------|----------------------------------|----|---------------|--------------|---------------------|----|---------------|--------------------|---------------------|
| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2019-5-2020</td><td>Classroom Teachers</td><td>Instructional/Striving Readers Gant</td></tr><tr><td>1B</td><td>9/2019-5/2020</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1C</td><td>9/2019-5/2020</td><td>April Bowman/Tonya Frazier</td><td>21st Century/Save the Children</td></tr><tr><td>1D</td><td>10/2019-5/2020</td><td>Susan Brashear</td><td>No Funding Required</td></tr><tr><td>1E</td><td>9/2019-5/2020</td><td>Teachers</td><td>Striving Readers’ Literacy Grant</td></tr><tr><td>2A</td><td>9/2019-5/2020</td><td>SBDM Council</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2019-5/2020</td><td>Classroom Teachers</td><td>No Funding Required</td></tr></table> | | Strategy/Activity | Timeline | Person Responsible | Funding Source | 1A | 8/2019-5-2020 | Classroom Teachers | Instructional/Striving Readers Gant | 1B | 9/2019-5/2020 | Classroom Teachers | No Funding Required | 1C | 9/2019-5/2020 | April Bowman/Tonya Frazier | 21 st Century/Save the Children | 1D | 10/2019-5/2020 | Susan Brashear | No Funding Required | 1E | 9/2019-5/2020 | Teachers | Striving Readers’ Literacy Grant | 2A | 9/2019-5/2020 | SBDM Council | No Funding Required | 2B | 9/2019-5/2020 | Classroom Teachers | No Funding Required |
| Strategy/Activity | Timeline | Person Responsible | Funding Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1A | 8/2019-5-2020 | Classroom Teachers | Instructional/Striving Readers Gant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1B | 9/2019-5/2020 | Classroom Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1C | 9/2019-5/2020 | April Bowman/Tonya Frazier | 21 st Century/Save the Children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1D | 10/2019-5/2020 | Susan Brashear | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1E | 9/2019-5/2020 | Teachers | Striving Readers’ Literacy Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2A | 9/2019-5/2020 | SBDM Council | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2B | 9/2019-5/2020 | Classroom Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 1: Collaborate to increase the overall reading and math proficiency ratings for all students in Reading from 74.6% to 75.8% by 2020 and Math from 68.3 to 69.7 by 2020. | 1. Design and Deploy Strategies | A. Students will use Study Island, Reflex Math, IXL, and Wordly Wise to work grade level content specific targeted areas based on MAP data. | MAP Reports | 8/2019-5/2020 | 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 | 9/2019-5/2020 | 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 21 st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00. | MAP, KPREP, and summative assessment data | 9/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 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 | 10/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|-----------------------------------|---|--|---------------|-----------------|
| Goal 1: Increase reading and math K-Prep scores for elementary school students: Reading from 74.6 to 78.1 by 2022 and Math from 68.3 to 72.6 in 2022. | | | | | |
| | | E. Teachers will implement resources supplied by Striving Readers Literacy Grant (Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, Literacy and Math Design Collaborative) to enhance reading and math instruction. | MAP Reports, formative and summative assessments, KPREP data | 9-2019/5-2020 | See chart above |
| | 2. Review, Analyze and Apply Data | | | | |
| | | A. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. | KPREP data and PLC minutes | 9/2019-5/2020 | See chart above |
| Objective 2: | | B. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. | MAP, KPREP, and summative assessment data | 9/2019-5/2020 | See chart above |
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2: Separate Academic Indicator

| Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 55.6% in 2019 to 61.7%; in social studies from 70.5% % to 74.5%; and in writing 49.5% to 56.4% by 2022. | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|----------------------------------|-------------------|----------|--------------------|----------------|---------|---------------|--|--------------------------|----|---------------|-----------|---------------------|----|---------------|--|---------------------|----|---------------|------------------------------|----------------------------------|
| Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A,B &C</td><td>9/2019-5/2020</td><td>Kellie Clemens, Principal, Ruth Osborne (district science coordinator)</td><td>Instructional & PD Funds</td></tr><tr><td>1D</td><td>8/2019-5/2020</td><td>Principal</td><td>Instructional Funds</td></tr><tr><td>1E</td><td>9/2019-5/2020</td><td>Principal, Laurel Bowlin(district writing coordinator), Angela McCullah(Title I), Teachers</td><td>Instructional Funds</td></tr><tr><td>1F</td><td>9/2019-5/2020</td><td>Principal/Classroom Teachers</td><td>Striving Readers' Literacy Grant</td></tr></table> | | Strategy/Activity | Timeline | Person Responsible | Funding Source | 1A,B &C | 9/2019-5/2020 | Kellie Clemens, Principal, Ruth Osborne (district science coordinator) | Instructional & PD Funds | 1D | 8/2019-5/2020 | Principal | Instructional Funds | 1E | 9/2019-5/2020 | Principal, Laurel Bowlin(district writing coordinator), Angela McCullah(Title I), Teachers | Instructional Funds | 1F | 9/2019-5/2020 | Principal/Classroom Teachers | Striving Readers' Literacy Grant |
| Strategy/Activity | Timeline | Person Responsible | Funding Source | | | | | | | | | | | | | | | | | | | | |
| 1A,B &C | 9/2019-5/2020 | Kellie Clemens, Principal, Ruth Osborne (district science coordinator) | Instructional & PD Funds | | | | | | | | | | | | | | | | | | | | |
| 1D | 8/2019-5/2020 | Principal | Instructional Funds | | | | | | | | | | | | | | | | | | | | |
| 1E | 9/2019-5/2020 | Principal, Laurel Bowlin(district writing coordinator), Angela McCullah(Title I), Teachers | Instructional Funds | | | | | | | | | | | | | | | | | | | | |
| 1F | 9/2019-5/2020 | Principal/Classroom Teachers | Striving Readers' Literacy Grant | | | | | | | | | | | | | | | | | | | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--------------------------------------|---|--|----------------------------------|-----------------|
| Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 55.6% in 2019 to 57.6% by 2020. Increase the percentage of students scoring proficient/distinguished in social studies from 70.5% in 2019 to 71.8 by 2020. Increase the percentage of students scoring proficient/distinguished in writing from 49.5% in 2019 to 51.8 by 2020. | 1. Design, Align and Deliver Support | A. Mystery Science resource purchased for 3 rd - 6 th grade to support and enhance student learning in science. | Formative/Summative Assessments and KPREP data | 9/2019-5/2020 | See chart above |
| | | B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6. | Monitoring of weekly science lessons and experiments and KPREP data | 8/2019-5/2020 | |
| | | C. Science lessons taught with fidelity in grades 3-6. | Assessments, Monitoring of weekly science lessons and experiments and KPREP data | 8/2019-5/2020 | |
| | | D. IXL Social Studies has been purchased specifically for fifth grade to support teachers with an extra resource | Reports from IXL and Social Studies KPREP data | 8/2019-5/2020 | See chart above |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-------------|----------|--|---|----------------------------------|-----------------|
| | | and to support students with an additional instructional resource. | | | |
| | | E. District Curriculum Writing Instructional Coach has been asked to come to the school throughout the year to work with fifth grade students and teachers to help increase writing scores. Title I Reading Teacher collaborates with classroom teacher to provide additional specialized writing lessons in 4 th and 5 th grade classrooms. | Writing scrimmage results, Writing KPREP data | 9/2019-5/2020 | See chart above |
| | | F. Teachers will implement resources supplied by Striving Readers Literacy Grant (iReady Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2 nd /3 rd grade) to enhance writing proficiency. | Writing scrimmage results, Writing KPREP data | 9/2019-5/2020 | See chart above |
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| Objective 2 | | | | | |
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3: Gap
State your **Gap** Goal

| Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.7% Math from 64.9% to 69.7% in 2022. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|-----------------|-------------------|----------|--------------------|----------------|----|---------------|------------------------------|-------------------------------------|----|---------------|------------------------------|---------------------|----|---------------|------------------------------|---------------------|----|---------------|------------------------------|---------------------|----|---------------|------------------------------|-------------------------|----|---------------|--------------------|---------------------|----|---------------|-------------------------|---------------------|----|---------------|---|-------------------------|
| Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: 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. <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2019-5/2020</td><td>Classroom Teachers/Principal</td><td>Instructional/Striving Reader Grant</td></tr><tr><td>1B</td><td>8/2019-5/2020</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2019-5/2020</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2019-5/2020</td><td>RTA, MIT, & Title I Teachers</td><td>No Funding Required</td></tr><tr><td>1E</td><td>8/2019-5/2020</td><td>Classroom Teachers/Principal</td><td>Striving Readers’ Grant</td></tr><tr><td>2A</td><td>8/2019-5/2020</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>8/2019-5/2020</td><td>Classroom Teachers/SBDM</td><td>No Funding Required</td></tr><tr><td>2C</td><td>8/2019-5/2020</td><td>FRC/Principal /Meleesha Hooper/Teachers</td><td>McKinney-Veto Grant/FRC</td></tr></table> | | Strategy/Activity | Timeline | Person Responsible | Funding Source | 1A | 8/2019-5/2020 | Classroom Teachers/Principal | Instructional/Striving Reader Grant | 1B | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | 1C | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | 1D | 8/2019-5/2020 | RTA, MIT, & Title I Teachers | No Funding Required | 1E | 8/2019-5/2020 | Classroom Teachers/Principal | Striving Readers’ Grant | 2A | 8/2019-5/2020 | Classroom Teachers | No Funding Required | 2B | 8/2019-5/2020 | Classroom Teachers/SBDM | No Funding Required | 2C | 8/2019-5/2020 | FRC/Principal /Meleesha Hooper/Teachers | McKinney-Veto Grant/FRC |
| Strategy/Activity | Timeline | Person Responsible | Funding Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1A | 8/2019-5/2020 | Classroom Teachers/Principal | Instructional/Striving Reader Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1B | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1C | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1D | 8/2019-5/2020 | RTA, MIT, & Title I Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1E | 8/2019-5/2020 | Classroom Teachers/Principal | Striving Readers’ Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2A | 8/2019-5/2020 | Classroom Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2B | 8/2019-5/2020 | Classroom Teachers/SBDM | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2C | 8/2019-5/2020 | FRC/Principal /Meleesha Hooper/Teachers | McKinney-Veto Grant/FRC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 1: Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged gap group for: Reading from 73% to 74.2% Math from 64.9 to 66.1 by 2020 as measured by KPREP. | 1. Design, Align, and Deliver Instruction | A. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra math, Vocabulary City and other math/reading computer applications and programs. | MAP, KPREP, Benchmark data, summative assessment data | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B. Each day 3 rd through 6 th grade students will complete daily oral language practice. | MAP, KPREP, and summative assessment data | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to common core standards. | PLC minutes, lesson plans, individual learning plans, assessment data | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | D. RTA, MIT, and Title I teachers will provide students with small group instruction in order to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21 st 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 | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Goal 3: Increase the reading and math proficiency scores for all students in the gap group (economically disadvantaged) Reading from 73% to 76.7% Math from 64.9% to 69.7% in 2022. | | | | | |
|---|-----------------------------------|---|---|---------------|-----------------|
| | 2. Review, Analyze and Apply Data | E. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning. | Formative assessment data, MAP data, KPREP data | 8/2019-5/2020 | See chart above |
| | | A. After desegregating KPREP, MAP, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Xtra Math, Reflex Math, Vocabulary City | Individualized progress reports from Study Island, IXL, and Reflex Math | 8/2019-5/2020 | See chart above |
| | | B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create individual learning plans for students in order to ensure student growth throughout the year. Plans are revisited bi-weekly to monitor progress. | SBDM minutes, PLC minutes, individual learning plans, assessment data | 8/2019-5/2020 | See chart above |
| | | C. Address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations. | IC Reports | 8/2019-5/2020 | See chart above |

4: Graduation rate

State your **Graduation rate** Goal

| Goal 4: N/A | | | | | |
|---|----------|--|--------------------|--|---------|
| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: | | | | | |
| | | | | | |
| | | | | | |
| Objective 2: | | | | | |
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5: Growth
State your **Growth** Goal

| Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 54.4 in 2019 to 62.2 by 2022. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|---|-----------------|-------------------|----------|--------------------|----------------|----|---------------|------------------------------|---------------------|----|---------------|------------------------------|---------------------|----|---------------|--------------------|---------------------|----|---------------|--------------------|-------------------------|----|----------------|--------------------|---------------------|----|---------------|----------------------------|---|----|----------------|-----------|---------------------|
| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><th>Strategy/Activity</th><th>Timeline</th><th>Person Responsible</th><th>Funding Source</th></tr><tr><td>1A</td><td>8/2019-5-2020</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1B</td><td>8/2019-5/2020</td><td>Classroom Teachers/Principal</td><td>No Funding Required</td></tr><tr><td>1C</td><td>8/2019-5/2020</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>1D</td><td>8/2019-5/2020</td><td>Classroom Teachers</td><td>Striving Readers’ Grant</td></tr><tr><td>2A</td><td>10/2019-5/2020</td><td>Classroom Teachers</td><td>No Funding Required</td></tr><tr><td>2B</td><td>9/2019-5/2020</td><td>April Bowman/Tonya Frazier</td><td>21st Century/ Save the Children</td></tr><tr><td>2C</td><td>10/2019-5/2020</td><td>Principal</td><td>No Funding Required</td></tr></table> | | Strategy/Activity | Timeline | Person Responsible | Funding Source | 1A | 8/2019-5-2020 | Classroom Teachers/Principal | No Funding Required | 1B | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | 1C | 8/2019-5/2020 | Classroom Teachers | No Funding Required | 1D | 8/2019-5/2020 | Classroom Teachers | Striving Readers’ Grant | 2A | 10/2019-5/2020 | Classroom Teachers | No Funding Required | 2B | 9/2019-5/2020 | April Bowman/Tonya Frazier | 21 st Century/ Save the Children | 2C | 10/2019-5/2020 | Principal | No Funding Required |
| Strategy/Activity | Timeline | Person Responsible | Funding Source | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1A | 8/2019-5-2020 | Classroom Teachers/Principal | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1B | 8/2019-5/2020 | Classroom Teachers/Principal | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1C | 8/2019-5/2020 | Classroom Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1D | 8/2019-5/2020 | Classroom Teachers | Striving Readers’ Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2A | 10/2019-5/2020 | Classroom Teachers | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2B | 9/2019-5/2020 | April Bowman/Tonya Frazier | 21 st Century/ Save the Children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2C | 10/2019-5/2020 | Principal | No Funding Required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective 1: Increase the student growth score from 54.4% in 2019 to 57.4% in 2020. | 1. Design, Align and Deliver Support Review, Analyze and Apply Data | A. Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments, as well as the MAP Mathematics Assessment. Teachers will meet in weekly/bi-weekly PLCs to learn new teaching strategies, to analyze data, and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs. | MAP, formative & summative assessment data, PLC minutes | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | B. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra Math and other math/reading computer applications and programs. | Lesson plans, Benchmark data, individualized reports from Study Island, Reflex Math, IXL, and X-tra Math | 8/2019-5/2020 | See chart above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|--------------------------------|---|---|------------------|-----------------|
| Goal 5: Increase the growth score in grades 4-6 from a growth indicator of 54.4 in 2019 to 62.2 by 2022. | | | | | |
| | | C. Teachers will utilize MAP reports to identify student weaknesses in math/reading and will make instructional decisions accordingly. Teachers will identify students who do not meet benchmarks on the MAP reports to target students in need of intervention programs. We will utilize MAP reports to identify students' current skill levels in order to create individual learning plans and provide differentiated instruction. | MAP, benchmark data, student learning plans | 8/2019-5/2020 | See chart above |
| | | D. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, Literacy and Math Design Collaborative) to enhance student learning. | Formative assessment data, MAP data, KPREP data | 8/2019-5/2020 | See chart above |
| Objective 2: | 2. Design and Deploy Standards | A. 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 | 10/2019 – 5/2020 | 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 21 st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00. | MAP, KPREP, and summative assessment data | 9/2019-5/2020 | See chart above |
| | | C. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math/reading instruction. This will allow an additional hour of reading/math ability level practice each week. | MAP, KPREP, and summative assessment data | 10/2019-5/2020 | See chart above |

6: Transition readiness

State your **Transition readiness** Goal

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|--|--------------------|--|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Goal 6: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding | | | | | | | | | | | | | | | | | | | | | | | | |
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| Objective 2: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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7: Other (optional)
State your **Other Goal** (optional)

| Goal 7: | | | | | |
|---|----------|--|--------------------|--|---------|
| <p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: | | | | | |
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| Objective 2: | | | | | |
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|