

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Whitley County Middle School

Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 01/16/2020

Status: Open

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Description of the School

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

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 563 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School. Whitley County Middle School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,766 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 97.7% white, 0.4% black, 0% Asian, 1.1% Hispanic/Latino, and 0.9% are identified as two races or more. The per capita income in the past 12 months is \$15,960 – well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy cannot be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families are and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner occupied housing is \$120,400. Eighty-two percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large. Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our staff is comprised of dedicated educators who collaborate and utilize best practices to ensure student success. We are served by one principal, one assistant principal, one guidance counselor, one librarian, one speech pathologist, 41 certified classroom teachers, one school nurse, two comprehensive care counselors, four instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, one secretary, five custodians, and seven cafeteria staff. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail. Our full time Family Resource Center coordinator works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors for on-site services during the school day. Whitley County Middle School takes pride in offering a challenging curriculum and students have the opportunity to excel with a curriculum which includes honors classes. WCMS believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the 21st Century Program which allows our students a hands-on approach to improve

achievement and become college and career ready. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future. Through these programs, we are fortunate to offer tutoring services during and after school. Also, several enrichment activities are offered through our 21st Century Program such as Adventure Club, Archery, Robotics, Art, and Drama. Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a distinguished, progressing district. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is new for the area and a shift in cultural ideal as well as the climate must embody the importance of being successful adults. The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have leveled our students in reading and math to focus on the skills that they need to meet individual needs. Most importantly, we have utilized 21st Century Programs to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students. We are very fortunate to be able to offer successful activities and programs to our students. Our Striving Readers Grant has allowed us to implement several resources to our school. Some of the activities that we have the opportunity to offer consists of: iReady reading, KY Literacy Intervention Project, Literacy Design Collaboration, Wordly Wise, and Scholastic Magazine. Our teachers are excited and implementing each of these resources. In Science and Social Studies, the Scholastic Magazine has had many articles to help our students build knowledge and skills through exciting content.

School's Purpose

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

The vision of Whitley County Middle School is to provide our students with the opportunities and expectations to achieve academic excellence. We believe that all students can learn and acknowledge that it is our goal to help them reach their full academic potential. We strive for each student to become a life-long and independent learner. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in each of our classes. We offer our students numerous extracurricular opportunities including 21st Century Programs. Our curriculum is aligned with state standards and offers a variety of strategies to enhance student achievements, while developing them into 21st century learners. It is our goal for all students to be successful and reach their academic goals and full potential. Our mission statement is a culmination of an original vision statement from several years ago and has been reinvented to reflect College and Career Readiness for All. Our district's overall guiding message of "Making Great Things Happen" has become our school's motto for success. We are proud of the opportunities afforded to all students at Whitley County Middle School. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global

competencies. We feel that family involvement is essential, therefore we have events throughout the school year to encourage parental and community involvement. We have "Spotlight on Students" throughout the school year to share achievements with students and parents. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our school. We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our 21st Century Program, we offer tutoring services and opportunities for enrichment. As we provide educational opportunities, students will be able to learn regardless of learning style. Our goal is to reach all learners and prepare them for high school and their future endeavors.

CLUBS & ORGANIZATIONS: Academic Team and Future Problem Solvers Team, Robotics Club, Adventure Club, Art Club, Band, BETA Club, Christian Youth Club, VPA, Archery, Engineering, Gaming, Cooking, 21st Century Program (Enrichment and Tutoring Services)

ATHLETICS: Football, Basketball (Boys & Girls), Skeet & Trap (Boys & Girls), Baseball, Softball, Cheerleading, Cross Country (Boys & Girls), Golf (Boys & Girls), Soccer (Boys & Girls), Wrestling (Boys & Girls), Volleyball, Tennis (Boys & Girls), Track & Field (Boys & Girls)

Notable Achievements and Areas of Improvement

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

Currently we have the status of a 4-Star Middle School. According to our district's administration data analysis: "Our strengths related to student learning at the middle school level are in the area of social studies, math, and reading. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies 77.7, reading 75.6, math 56, and writing 36.3. To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings that will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Whitley County Middle School has many accomplishments for the past four years. In the 2015-16 school year, WCMS overall score did improve to 70.4. Our notable areas of improvement included writing on-demand. In 2016-17, we made huge gains and improved our scores to an overall score of 75. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state. Whitley County Middle School will make necessary adaptations to improvement areas throughout the school year. In order to increase student achievement and ensure that all of our students acquire essential skills necessary to function as productive citizens, Whitley County Middle School will implement successful programs and use a variety of teaching strategies. We are proud of our school and how our school has progressed. Whitley County Middle School has made necessary changes and have earned the title, "Other Category" with a reading score of 75.7 for the 2017-18 school year. Teachers at WCMS assess their students within each content specific area using a common assessment and MAP, Measures of Academic Progress, thus providing a standard based analysis of student performance. The MAP results give a breakdown of student weaknesses to allow teachers to address those needs. This data will drive our instructional practice and focus on individual needs. WCMS teachers meet bi-monthly within his/her specific teams to analyze assessment data, review student performance and progress, and address concerns or issues within the individual team's student body. Students that have misconducts for missing assignments and other misbehaviors will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete

missing assignments and work on the Carnegie Math Program. WCMS science teachers will be working alongside the districts 6th grade teachers and the high school teachers to align the science curriculum. This will enable our students to get specific content that will be aligned throughout each grade level and better prepare them for the ACT that will be taken at the high school level. Science teachers have also included several charts and graphs into their curriculum. Also, Scholastic Magazine is being utilized by our 7th grade Science Department. Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. The students placed on the Above and Beyond List are recognized by administration. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Intervention Math. We have 21st Century after school to help students with math. Students also have the opportunity to participate in the Robotics Club to advance their STEM skills. All students at WCMS participate in research based reading instruction and we have been fortunate to get the Striving Reader Grant. This Reading Grant gives us many resources to help our students become better readers and better writers. The KY Literacy Intervention Project equips administrators with tools needed to address primary issues as they relate to reading. Whitley County Middle School has two representatives that are going to meetings and have eight virtual trainings with the Literacy Design Collaborative to build modules of good quality that address reading, writing, and content standards. Through this grant, we are using Wordly Wise in each of our reading classes and our language arts classes. Wordly Wise has rigorous vocabulary that are challenging our students. Other reading programs include Corrective Reading, Reading Coach, and Jamestown Series. Also, WCMS, is using MAP (Measure Academic Achievement) results to target specific student needs. Teachers design their lessons to meet specific needs identified from this test. WCMS has also joined Charge, Civics History through Advanced Research and Geography Education. Project Charge, empowers our teachers to march into classrooms with strategies and technology needed to make history come alive. With Charge, teachers have the opportunity to receive numerous, helpful professional developments throughout the year. Also, teachers are able to receive free resources that will benefit their classes. Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released KPREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's. In addition, we offer other instructional including opportunities through Study Island, Cognitive Tutor, Homework Help, Tutoring, and 21st Century. Whitley County Middle School utilizes technology on a school-wide basis with chromebooks for each student that have wireless capabilities for student use. All of our classrooms have Smart boards with projectors and workstations with internet access. Document cameras are in each math room and special education classrooms. MAP testing is completed three times a school year to determine student growth and student needs for each student. Study Island is also used to reinforce learning and technology-enhanced item types to promote higher-order thinking and inquiry. It provides practice, review, and reinforcement of the Kentucky state standards.

Additional Information

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

Whitley County Middle School strives to provide the students of Whitley County with a distinguished educational environment to enhance student learning and growth. Our teachers,

staff, and educational opportunities provide our students with the foundation needed to become successful 21st century learners. Our school has a small group of teachers, across disciplines, who act as advisors to team teach our students. Our students are taught to solve and interpret, rather than memorize facts. We encourage our students to explore new areas and pursue interests. Our Data Room Meetings have had a tremendous impact on the overall school climate and culture allowing teachers to focus on the individual needs of their students. The teachers also have an opportunity to discuss with team members best practices and share professional ideas with one another to help with instructional delivery. Weekly PLC meetings allow the teachers to have some of the same discussions with other department area teachers as well. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand allowing us to receive bonus points on the school report card for many areas. Novice rates in each of those areas were well below state average as well. Our academic team has won district for two consecutive years. We had 100% participation by our faculty on the TELL Survey. Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs, Charge, and 21st Century Program which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. This program provides a guarantee of financial aid to low-income students. The program is used in middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.

Additional Information

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

At WCMS, we have been successful in and out of the classroom. Our 7th grade girls' basketball team captured the state title in 2018 and only one loss for the entire season. As 8th graders in 2019, the Lady Colonels captured the Region Title and the Middle School Classic with a record of 31-3. Our boys' basketball 7th and 8th grade teams captured the Region Title in 2018. Our Skeet and Trap Team won state in 2018. Our goal at WCMS is to provide our students with a quality education while getting them prepared for high school and preparing them to be college and career ready.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County Middle School

Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

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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.

Stuart Conlin, 8/30/19

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Whitley County Middle School

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2019-20 Phase Two: The Needs Assessment for Schools

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?

The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. The PLC Leaders are Stefanie Keene, Mary Wilson, Bethann Moses, Roger Wilson, Jordan McCumbers, Becky Begley, Lisa Richardson, and David Gibbins. The SBDM members are made up of teachers and parents. The teachers for the 2019-2020 school year are: Anthony Osborne, Randy Love, Stefanie Keene and our parent members are Tracy Croley and Misty McNeally. Our administration meets with PLC teams weekly and with area teams bi-weekly to disaggregate data and examine student progress. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Recent assessment results and the school report card were the main sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities. We also review and disaggregate recent assessment results, MAP scores, and the school report card.

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.

-38.8% of non-duplicated gap students scored distinguished on KPREP reading compared to the state average of 22.55%-34.9% of non-duplicated gap students scored proficient on KPREP reading compared to the state average of 37.7%-We saw a 6.5% increase among non-duplicated gap students in Reading from 2018 to 2019 -35.65% of non-duplicated gap students scored proficient on KPREP math compared to the state average of 34.14%-30.25% of non-duplicated gap students scored distinguished on KPREP math compared to the state average of 12.65%-13.4 average years of teaching experience compared to 11.9 state average-44.7% of our teachers have a Rank I compared to 28.9% state average-69.1% of students scored proficient/distinguished in math which is slightly lower than district of 71.9%-77.7% females scored proficient/distinguished in reading compared to 73.85% males-55.75% males scored proficient/distinguished in math compared to 56.3% females-72.5% of economically disadvantaged students scored proficient/distinguished compared to 49.8% for the state of Ky in reading-51.2% of economically disadvantaged students scored proficient/distinguished compared to 35.6% for the state of Ky in math

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.

According to assessment trends, our economically disadvantaged students are scoring lower than our other students. In 7th grade, our gap group scored 2.4% in reading and 3.8% lower in math than our non-gap learners. In 8th grade, our gap group scored 3.8% in reading and 6% lower in math than our non-gap learners. In 7th grade our males scored 81.3% in reading and 62.5% in math while the females scored 75.8% in reading and 56.8% in math. In 8th grade results were opposite where the females outscored the males by 13.2% in reading and 6.8% in math.

Trends

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

-Reading scores in 7th grade increased from 76.2% of students scoring proficient/distinguished to 78.6% in 2018-19.-Math scores in 7th grade increased from 58.7% of students scoring proficient/distinguished to 59.8% in 2018-19 and 59.6% is state average.-Science scores increased from 31.6% of students scoring proficient/distinguished to 44.9% in 2018-19. State average is 31.7%. - Students scoring novice in science decreased from 7.4% to 5.8% in 2018-19.

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

Each year our teachers work together by departments to create a syllabus and curriculum map that is aligned to The Kentucky Academic Standards. The curriculum maps are utilized by each teacher drive their instruction. The complete document is displayed in the classroom and consistently used by all staff. Teachers check off the content as it is covered and notes are made to review content as needed. The teachers are divided into a professional learning community (PLC) which involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. These teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members. PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes. We have a bi-weekly meeting as a team that includes each content teacher and administration to focus on student needs. Teachers place students on a Watch List, these watch lists are monitored daily and the students on this list are placed in our 21st Century Program where they get extra instruction in a smaller classroom setting. Also, our special needs' department will work together to monitor progress on a weekly basis using Aims Web. They will work to increase the test scores among our special needs population. We will also staff a special needs teacher in the after-school program weekly to assist in tutoring services. All students at WCMS participate in research-based reading instruction which include Corrective Reading, Reading Coach, Reading Works, and Jamestown Reading Series. Teachers also have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Students are leveled in reading classes based on MAP scores and each student is placed in class based on individual needs. Students have a mini lesson each week with the librarian that focuses on reading strategies to enhance individual learning and practice skills. Also, students take MAP Assessment to find out what skills they need to focus on. Teachers use the data to drive their instruction and students are placed in classes to meet their needs.

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%.

Students scoring novice in science decreased from 7.4% to 5.8% in 2018-19. Students scoring proficient/distinguished increased from 31.6% in 2017-18 to 44.9% in 2018-19. Students scoring proficient/distinguished in reading is 75.6% which is above the state average of 59.6%. Students scoring proficient/distinguished in math is 56% which is above the state average of 46.4%. Students scoring proficient/distinguished in social studies is 77.7% which is above the state average of 58.8%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2018-2019 Phase Three: Closing the Achievement Gap Diagnostic

Phase Three: Closing the Achievement Gap Diagnostic

Whitley County Middle School

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Using the School Report Card, we analyzed trends in performance for all the groups identified as gap populations in our school, including: Students with Disabilities and Students Eligible for Free/Reduced Meals. The Achievement Gap Group spreadsheet is attached. See attached (Gap Group Spreadsheet)

ATTACHMENTS

Attachment Name

 Gap Group

II. Achievement Gap Analysis

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

The school climate at Whitley County Middle School is cordial, inviting, and supportive. When you walk onto our school campus, you immediately get a sense of the positive school climate by watching the friendly interaction among school staff, students, and parents. Staff members treat students fairly and with respect. Parents feel welcome and valued as they enter our school. The attractiveness of the school's physical environment immediately grabs your attention. Our building and grounds are neat, clean, attractive, and full of school spirit. Classrooms are well-organized and inspiring with comfortable teacher-student ratios. School staff encourages ownership of the educational environment by actively engaging students, parents, and the community in decision-making processes. Students, families, and educators work together to develop and maintain a shared school vision. We accept the responsibility of ensuring that all students, regardless of gender, race, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic skills and problem solving abilities. The quality of instruction is high, and our educators' attitudes are positive and emphasize the benefits gained from growing as learners. Each person contributes to the successful operation of the school and participates in the care of the environment. 78% of the student population is eligible for free/ reduced meals, and 23% of the student population receives special education services. Because the gap group makes up 78% of the total school population, there is no distinction between the overall school climate and culture and that for the gap groups. Individual students' needs vary, but the staff of Whitley County Middle makes it their top priority to meet the needs of all students.

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

We have successfully closed the gaps in the areas of reading and math, and achievement differences between non-gap and gap populations for those subject areas. We are aware of the necessity to continue the strategies and activities presently in use, as outlined in the CSIP, to meet the needs of all students, as the barriers that often lead to student failure continue to be present in our school and community.

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

In the area of Reading, Students Eligible for Free/Reduced Meals increased from the 2016-2017 school year score of 63.8 to the 2017-18 year score of 71.8. In the area of Math, Students with Disabilities increased from the 2016-17 year score of 78.5 to the 2017-18 year score of 79.6. We had a gain in math of 1.1 with our Students with Disabilities and met the delivery target in the 2017-18 school year. Also, in math Students Eligible for Free/Reduced Meals had an impressive 81 which is 4.2 increase from the 2016-17 school year. In the area of Social Studies, Students Eligible for Free/Reduced Meals Students with Disabilities improved to 79.6 in 2017-18 from 70.4 in 2016-17 school year. In the area of Writing for the 2017-18 school year, Students Eligible for Free/Reduced Meals exceeded the 2016-17 school year from 47.3 to 49.7, and Students with Disabilities increased from 36.7 in 2016-17 to 47.3 in 2017-18.

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

Based on the analysis of the gap data, all gap groups have made positive progress in all content areas for the 2017-18 school year. The 2016-17 school year results indicated a failure to meet delivery targets in the areas of Math and Writing. All gap groups have made positive progress in all content areas for the 2017-18 school year. The 2016-17 score reflected a regression from the original baseline score 2013-14 year to the 2015-16 year. The overall gap group indicates an increase in the score from the baseline score from 2016-17 school year. Although the present scores show progress, with both gap students and non-gap students meeting delivery targets, this is an area to which we will continue to monitor closely.

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

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

Professional development will be based on individual teacher needs as evidenced by TPGES Evaluations, teacher's self-reflections, and professional growth plans. Extended school services will continue to be offered through the 21st CCLC programs which include before-school tutoring and homework help, after-school homework help, tutoring, and enrichment services such as stem and robotics. Administration and faculty will continue to analyze MAP assessments to ensure each child is getting individual needs met. 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. School staff will continue to analyze data from the School Report Card to identify any gaps in achievement between groups of students so that those gaps can be addressed. The District Curriculum Team will continue to be utilized as a resource for team-teaching, locating resources, providing professional development, and analyzing student products, with the additional strategy of inviting special education teachers to collaborate in the regular education classroom during writing activities and providing team teaching opportunities to special education classes during pull-out sessions.

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

Student attendance has been a barrier that inhibits our ability to close the achievement gap. When analyzing student achievement data from K-Prep, MAP, STAR Reading, and STAR Early Literacy, teachers identified excessive absenteeism as a correlating factor to poor achievement. To address this issue, we have incentives in place to encourage regular attendance, such as end of the year trophies to reward perfect attendance and a dance for our 8th grade students. Students with poor attendance are also put into our Truancy Diversion Plan where the judge comes to our school to talk to each of them along with administration and our DPP. 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. Students that are below grade level have an extra class in reading or math to help those students reach their grade level. After each of the nine week classes, we analyze test scores to determine if students need to move to a different class to focus on individual needs. We will continue these interventions and continue to monitor their progress. In addition, we will continue to extend the school day, thereby providing supplemental instruction, through the 21st Century grant.

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

Our school has a unique process designed to involve teachers, leaders, and other stakeholders in the development and revision of the CSIP as well as to monitor its progress in meeting our goal of closing the achievement gap. First, data disaggregation and analysis is a continuous process which takes place throughout the school year. Teachers meet in PLC groups by grade levels on a weekly basis, and much of their time is spent analyzing student progress using formative and summative measures. Teachers also meet with their peers in other grade levels and specialty areas to ensure curriculum alignment, promote continuity of progress for students, and analyze and remedy curricular and/or instructional gaps. Administration and teacher-leaders, and district level instructional specialists participate in these meetings. In addition to weekly PLCs, teachers, leaders, and other stakeholders participate in disaggregation of data from MAP, as well as when KPREP assessment results are received. The findings from these strategic meetings are used to plan curriculum and instruction, place students, plan professional development, design programs such as 21st CCLC offerings to address student needs, and formulate goals, strategies, and activities outlined in the CSIP. The results of this collaboration are also reported to parents and other stakeholders, such as the SBDM. The ultimate goal of our SBDM Council is to enhance student achievement by developing policies that contribute either directly or indirectly to accomplishing our mission of improving teaching and learning at our school, which will in turn improve student achievement and success. The CSIP provides a focus for the school community in its combined efforts to enhance student achievement. Committees are formed to create and monitor the CSIP's development and effectiveness. Formation of the committees and the processes adhere to the school's Committee By-laws as described in the CSIP's Executive Summary. Committees are to be responsible for the following:

- Reviewing and analyzing assessment data when it becomes available, identifying needs and causes, and recommending changes in programs and strategies when needed
- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment
- Developing and revising the CSIP, including identifying funding sources and professional development needs
- Reporting twice per year on the progress of implementation of the plan to the SBDM Council through the implementation and impact checks
- The CSIP is then sent to the district office for suggestions and approval.
- Following acceptance by the district, the CSIP is presented to and reviewed by the SBDM Council and other stakeholders at an open meeting.

III. Planning the Work

Gap Goals

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

Increase Proficient/Distinguished in Math for Students with Disabilities by 5% for the 2018-19 school year.

Closing the Gap

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

Step 2: Complete your findings and answers.

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

See Attached (Measurable Gap Goal)

ATTACHMENTS

Attachment Name



Measurable Gap Goal

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Group	Students Eligible for Free/Reduced Meals Students with IEP	• I
 Measurable Gap Goal	Goal and strategy	• III

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Whitley County Middle School

Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 01/16/2020

Status: Open

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Comprehensive Improvement Plan	WCMS Improvement Plan	•

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the 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.

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, 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 Goals

Goal 1: Increase reading proficient/distinguished students from 75.6% in 2019 to 76.7% in 2020 and 81.1% in 2024.

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

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

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

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

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

Strategy/Activity	Timeline	Person Responsible	Funding Source
1A	8/19— 5/24	Teachers & SBDM Council	No funding required
1B	8/19— 5/24	Teachers	No funding required
2A	8/19— 5/24	Teachers	No funding required
2B	8/19— 5/24	Teachers	No funding required
3A	8/19— 5/24	Teachers and Principal	21 st CCLC funds
3B	8/19— 5/24	Teachers	Instructional & 21 st CCLC funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase reading proficient/distinguished students from 75.6% in 2019 to 76.7% in 2020 and 81.1% in 2024.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curriculum gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2019—5/2024 PLC and SBDM Minutes	\$0 – No Funding Required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting	Student growth as measured by MAP,	8/2019—5/2024 Data Notebooks and PLC Minutes	\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Common Assessments, and K-Prep		
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curriculum maps and instructional materials are aligned with common core standards.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2019—8/2024 PD Logs, Teachers' Meeting Agendas, and PLC Minutes	\$0 – No Funding Required
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2019—5/2024 21 st CCLC Program offerings and attendance	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		B. Teachers will use Study Island, IXL Language, Google Classroom, Read Theory, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and to provide more individualized instruction to all students.	Summative assessment measures, such as MAP, Common Assessments, K-Prep, and attendance in 21 st CCLC	8/2019—5/2024 Lesson Plans and Formal/Informal Observations	\$0 – No Funding Required

Goal 2: Increase math proficient/distinguished students from 56% in 2019 to 58% in 2020 and 66% in 2024.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)

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

Strategy/Activity	Timeline	Person Responsible	Funding Source
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes		Funding	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 		1A	8/19— 5/24	Teachers & SBDM Council	No funding required
				1B	8/19— 5/24	Teachers	No funding required
				2A	8/19— 5/24	Teachers	No funding required
				2B	8/19— 5/24	Teachers	No funding required
				3A	8/19— 5/24	Teachers and Principal	21 st CCLC funds
				3B	8/19— 5/24	Teachers	Instructional & 21 st CCLC funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes		Funding
Objective 1: Increase math proficient/distinguished students from 56% in 2019 to 58% in 2020 and 66% in 2024.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curriculum gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2019—5/2024 PLC and SBDM Minutes		\$0 – No Funding Required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2019—5/2024 Data Notebooks and PLC Minutes		\$0 – No Funding Required
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment	Summative assessment measures, such as MAP,	8/2019—8/2024		\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		sessions and will collaborate within grades, between grades, and between content areas to ensure curriculum maps and instructional materials are aligned with common core standards.	Common Assessments, and K-Prep	PD Logs, Teachers' Meeting Agendas, and PLC Minutes	
		B. Teachers will emphasize to students the importance of applying mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement, as evidenced by MAP, Common Assessments, and K-Prep	8/2019—5/2024 Lesson Plans and Formal/Informal Observations	
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 st CCLC program to provide remediation, homework help, and enrichment for all students through before-school, after-school, and summer school programs.	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2019—5/2024 21 st CCLC Program offerings and attendance	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		B. Teachers will use Study Island, IXL Math, Google Classroom, Read Theory, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and to provide more individualized instruction to all students.	Summative assessment measures, such as MAP, Common Assessments, K-Prep, and attendance in 21 st CCLC	8/2019—5/2024 Lesson Plans and Formal/Informal Observations	\$0 – No Funding Required

2: Separate Academic Indicator

Goal 3: Increase the percentage of students scoring proficient/distinguished in science from 44.9% in 2019 to 47.4 in 2020 and 57.4 in 2024, in social studies from 77.7% to 78.7% in 2020 and 82.8 in 2024; and in writing from 36.3% in 2019 to 39.2% in 2020 and 50.8% in 2024.

<p>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>)</p> <ul style="list-style-type: none"> • 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 	<p>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>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science to 55%; in social studies to 85%; and in writing to 60.3% by 2021.	1. Review, Analyze and Apply Data	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2019—5/2021 Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Students will complete several labs and assessments throughout the school year in science and social studies. Also scrimmages conducted throughout the school year where students are asked to complete each subject with a writing assignment included.	Student growth, Common Assessment Data, Scrimmage results	On-going Progress monitoring data	\$0 – No Funding Required
		C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2019—5/2021 PLC minutes and Progress monitoring data	Title I funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	2. Design, Align and Deliver Support	A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Student data notebooks and teacher schedules	Title I funding
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 st CCLC staff will collaborate with classroom teachers, RTI, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.			
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$0 – No Funding Required

3: Gap

Goal 4: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 51.2 in 2019 to 55% by 2021.

<p>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>)</p> <ul style="list-style-type: none"> • 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 	<p>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>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase math proficiency rates for all students in the Gap Group (free-reduced) from 51.2% in 2019 to 55% by 2021.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in Intervention Math or Intervention Reading, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and Common assessments	9/2019—5/2021 Progress Reports for students receiving services	\$0 – No Funding Required
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention.	Student growth, as evidenced by MAP & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	\$0 – No Funding Required
	2. Design, Align and Deliver Support	C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2019—5/2021 PLC minutes and Progress monitoring data	Title I funding
		A. Title I and Special Education instructors will collaborate with classroom teachers and each other to	Growth in student data as provided by MAP, AIMS Web Plus,	On-going	Title I funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	Common Assessments, Classroom Data, and K-Prep	Student data notebooks and teacher schedules	
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 st CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 st Century Grant
		E. Family Resource Center staff, along with 21 st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		able to overcome obstacles and learn at high levels.			
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going Survey results and Sign-in sheets for 21 st CCLC, FRC, and school events	\$0 – No Funding Required

4: Graduation rate

Goal 5		
<p>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></p> <ul style="list-style-type: none"> • 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 	<p>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></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 6: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 48.4 in 2019 to 56 by 2021.

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

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

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

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

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

Strategy/ Activity	Timeline	Person Responsible	Funding Source
1A	8/19-5/21	Teachers	No funding required
1B	8/19-5/21	Teachers	MIT/RTA grants
1C	8/19-5/21	Teachers & Principal	Instructional & 21 st CCLC
2A	8/19-5/21	Teachers	No funding required
2B	8/19-5/21	Teachers	21 st CCLC
2C	8/19-5/21	Teachers	No funding required
3A	8/19-5/21	Teachers & Principal	No funding required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 48.4 in 2019 to 56 in 2021.	1. Design, Align, and Deliver	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks	\$1,500 – General Fund; \$1,500 – 21 st Century Grant
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Special Education teachers, and the District Reading Coach to	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks	\$0 – Math Achievement Fund

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		provide research-based teaching strategies and differentiation for students performing at all levels.			
	2. Review, Analyze and Apply Data	C. Teachers will use IXL, Study Island, IReady, Wordly Wise, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		A. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, or extended learning through the 21 st CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		C. 21 st CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, and K-	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2019 –May 2021 KPREP scores, MAP scores, and Data Notebooks December 2019-May 2021 Scrimmage test data and PLC Minutes	\$1,000 – General Fund \$1,000 – 21 st Century Grant

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Prep data will be used to identify instructional needs.			
	3. Design and Deliver Assessment Literacy	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed	Scrimmage Test Results	December 2019-May 2021 Scrimmage test data and PLC Minutes	

6: Transition Readiness

Goal 7: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 83.7 in 2019 to 90 in 2021.

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

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

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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 83.7 in 2019 to 85.8 in 2021.	1. Design and Deliver Instruction	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2019—5/2021 Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Teachers in all grade levels will use IXL and Study Island to extend practice in Language Mechanics and Writing, to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/19-5/21 Data notebooks, IXL reports, and Scrimmage Test results	\$0 – No Funding Required
		C. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/19-5/21 Data notebooks and Scrimmage Test results	\$0 – No Funding Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		strategies to address student difficulties and to maximize instructional effectiveness.			
	2. Design, Align and Deliver Support	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/19-5/21 Scrimmage Test results and PLC Minutes	\$0 – No Funding Required
		B. Students will track their progress in writing and in grammar mechanics, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. These strategies will increase student engagement, self-awareness, and motivation. MAP scores will be analyzed and students will be placed in Pin Point and Intervention Reading to meet their individual needs.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/19-5/21 Data notebooks	\$0 – No Funding Required
	3. Design and Implement Career Goals	A. Students take College and Career Readiness. This class is aligned with state standards for career readiness.	Each student must complete an Individual Learning Plan	8/19-5/20	\$0 – No Funding Required
		B. All students participate in the Reality Fair.	Students must complete pre and post assessment.	8/19-5/20	\$0 – No Funding Required

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley County Middle School

Patrick Conlin

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Williamsburg, Kentucky, 40769

United States of America

Last Modified: 10/31/2019

Status: Locked

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

1. The Every 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

Title I Schoolwide Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

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

- Yes
- No
- N/A**

All School Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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