2021-22 Phase One: Continuous Improvement Diagnostic for Schools

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County Middle School
Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/06/2022

Whitley County Middle School

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/06/2022

Whitley County Middle School

2021-22 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 2021-22 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
• Professional Development Plan for Schools

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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/06/2022

Whitley County Middle School

Please enter your name and date below to certify.

Stuart Conlin September 9, 2021

2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The data disaggregation process was completed by PLC team leaders and team members. 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. Assessment results were the main sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan,

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

and various district program reports in order to identify objectives, strategies, and activities.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavior referrals decreased from 315 in 2019-2020 to 51 in 2020-2021. From 2019 to 2021, we see that our economically disadvantaged students score lower than our non-economically disadvantaged students. Our novice rate in writing has declined each year and our proficient/distinguished rate has increased allowing us to exceed the state average.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In reading all 7th grade students scored 49.6% proficient/distinguished compared to the state average of 49.8%. 8th grade reading students scored 50.8% proficient/ distinguished which was above the state average of 39%. In 2021, 50.2% of all students at Whitley County Middle School (as compared to 53.7% of students with disabilities and 47.9% of economically disadvantaged students) scored Proficient or

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

Distinguished in Reading. 30.5% of all students (as compared to 52.5% of students with disabilities and 27.7% of economically disadvantaged students) scored a Proficient or Distinguished in Math. 22% of all students scored a Proficient or Distinguished in Science compared to 19.7% of economically disadvantaged students and 37.1% of students with disabilities, and in writing our students excelled scoring 66.5% compared to the state average of 50.9% which also surpassed the K-PREP Forecast score of 46.9%. In reviewing non-academic indicators, 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. At 93.25%, our average daily attendance for students is slightly lower than the district average of 93.3% and slightly lower than the state average of 94.2%, and our student teacher ratio of 15:1 is slightly higher than the district ratio of 14:1 and equal to the state ratio of 15:1. According to the School Report Card, our rate of chronic absenteeism is not accurate because of the non-traditional school year. Based on Impact Kentucky results, 85% of teachers at Whitley Middle feel that school leadership trusts them to teach in a way that they think is best for their students.

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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. Our gap group scored 10.8% in reading and 13.6% lower in math than our non-gap learners. Also, large gap in science and writing with our economically disadvantaged students scoring 14.3% lower in science and 15.4% lower in writing. There continues to be a gap in male students and female students in math. Male students outscored females 12.5% at the proficient and distinguished levels in math. In the past females outscored males in reading but this year that gap was closed with males outscoring females by 2.3%. In writing, females leaped above the male population at 73.2% compared to 60% proficient/distinguished. Males significantly outscored females in science with a 10% difference.

Strengths/Leverages

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Writing achievement has increased from 35.6% proficient/distinguished to 66.5% with novice rate decreasing from 11.5% in 2018-19 to 7.8% in 2020-21. Also, in writing we saw huge gains from males which scored 26.2% proficient/distinguished in 2018-19 to 60% in 2020-2021. With the nontraditional previous school years, several implementations have been made to help our students reach academic success. Our reading classes are focused on individual student needs along with our enrichment classes.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

Improvement Plan (CSIP) diagnostic and template.

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 taught, 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. To address the continuing unsatisfactory performance of students in Science and to increase the achievement of female students in Math: More emphasis will be placed on the review, analysis, and application of student data. Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Expectations for achievement will be high for all students, including females and students with disabilities. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools - Generated on 10/27/2021

Whitley County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 key elements	Whitley County Middle School Key Elements	•

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Curriculum map, pacing guides, lesson plans, I can statements, Learning targets, PLC meetings, grade level meetings, MAP, KPREP, formative/summative assessment, common assessments, IXL, Study Island, SBDM minutes
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Formative/Summative Assessments, KPREP data, lesson plans, Writing scrimmage, MAP, PLC meetings, individual learning plans, Individualized progress reports from Study Island, and IXL, ReadWorks, Worldly Wise, Vocabulary, Edgenuity, SBDM minutes
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLC meetings, PD training, grade level team meetings, curriculum teams, data review, CSIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, IXL
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC minutes, MAP, KPREP, formative/summative assessment data, Individualized progress reports from Study Island, IXL, Lesson plans, student learning plans, grade level common assessments, district curriculum coaches
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Progress monitoring, formative/summative assessment, MAP, KPREP, PLC meetings, SBDM meetings, CSIP, 21st Century, district curriculum coaches
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Code of Conduct, classroom management system, open house, parent teacher conferences, 21st century community activities, Counselor Program, Family Resource Center

2021-22 Phase Two: School Assurances

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Table of Contents

2021-22 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

○ Yes
○ No
● **N/A**
COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

● **Yes**
○ No
○ N/A
COMMENTS

Title I Programs

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

● **Yes**

○ No
○ N/A
COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**
○ No
○ N/A
COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**
○ No
○ N/A
COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**
○ No
○ N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

○ No

○ N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**

○ No

○ N/A

COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
o No
o N/A
COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
o No
o N/A
COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- **Yes**
o No
o N/A
COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- **Yes**
o No
o N/A
COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
o No
o N/A
COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
o No
o N/A
COMMENTS

15. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
o No
o N/A
COMMENTS

Title I Schoolwide Programs

16. 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**
- o No
- o N/A

COMMENTS

17. 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**
- o No
- o N/A

COMMENTS

18. 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**
- o No
- o N/A

COMMENTS

19. 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**
- o No
- o N/A

COMMENTS

20. 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**
o No
o N/A
COMMENTS

21. 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. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**
o No
o N/A
COMMENTS

22. 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**
- o No
- o N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **● Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

24. 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.

- o Yes
- o No
- **● N/A**

COMMENTS

25. 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.

o Yes

o No

● **N/A**

COMMENTS

26. 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.

o Yes

o No

● **N/A**

COMMENTS

27. 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.

o Yes

o No

● **N/A**

COMMENTS

28. 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.

o Yes

o No

● **N/A**

COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

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

    ○ Yes
    ○ No
    ● **N/A**
COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

Whitley County Middle School
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Table of Contents

2021-22 Phase Two: School Safety Report
School Safety Report

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

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

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan
1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

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

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

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

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes. JULY 2021

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, August 10, 2021 at 9:00am

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

No. Due to COVID-19 pandemic, our district was virtual in January. Our school did required drills upon returning to in person instruction in March.

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

Whitley County Middle School
Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools -

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Whitley County Middle School

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools - Generated on 12/17/2021

Whitley County Middle School

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

> 1. What is the school's mission?

> We, the staff and parents of Whitley County Middle School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, 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

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools - Generated on 12/17/2021

Whitley County Middle School

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. We further dedicate ourselves to preparing our children academically, physically, socially, and emotionally, and subscribe to the theme of "All children achieving at high levels in a caring and supportive environment."

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Narrowing the achievement gap between sociology-economic groups (free/reduced) in math through implementation of research-based strategies to fully engage all students in active learning. 2. Reversing the declining trend in students scoring at the Proficient/Distinguished levels in Science through study of and full implementation of new standards utilizing all of our resources.

3. How do the identified **top two priorities** of professional development relate to school goals?

Closing the achievement gap between sociology-economic groups (free/reduced) in math is our highest priority school goal for this year and next. Narrowing that gap through implementation of research-based strategies will help us meet that goal by providing teachers resources and opportunities to share ideas, experiences, successes, and failures in their attempts to get all students--regardless of gender-- engaged in the content presented to their students. Increasing the percentage of students scoring at the Proficient and Distinguished levels in science is another priority school goal. Providing time and resources for teachers to work together with our District Science Instructional Coach.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For our long-term goal, we want to eliminate the gap between students receiving free/reduced lunch and other students' achievements in math, as evidenced by the percentage of students scoring at each achievement level on the K-Prep

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools - Generated on 12/17/2021

Whitley County Middle School

assessment. For our short-term goal, we need to reduce the gap between the groups' achievements in math. The achievement gap between these groups in math is a trend that concerns us. In 2018, our free/reduced lunch students scored 3.4% lower than all students. In 2019, our free/reduced lunch students scored 4.8% lower than all students. In 2020-21, our free/reduced students scored lower than all other students. Our goal is to decrease our free/reduced lunch students by 2%.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our first result would be that both groups perform at equally high levels in the area of math on the K-Prep assessment as evidenced by similar levels of mastery and learning experiences in that subject area. Also, by bringing the disparity in free/reduced students and all students performance in the area of math to the attention of all staff, we would also be causing all educators to examine and possibly adjust their own teaching strategies, practices, and attitudes about the ways they interact with students and the expectations they have for students.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Although the goal is to eliminate the gap in achievement between free/reduced and all students, the most important statistic we will need to examine initially is the rate of growth scores between the two groups. If there is no gap in growth rates, the strategies will revolve around providing extra remediation services to free/reduced students to help them get caught up. If both groups baseline scores show a level playing field at the beginning, the strategies will revolve around examining instructional strategies and teacher expectations. To monitor progress, we will analyze formative assessment measures such as quizzes, chapter tests, and common assessments. If achievement on these measures indicate a gap, those smaller skill groups and focused content areas can be immediately remediated and in instructional strategies adjusted to increase mastery of immediate content and skills. Also, universal screeners such as MAP assessments will be used to analyze achievement gaps at regular intervals, and adjustments to instruction will be made.

4d. Who is the targeted audience for the professional development?

All teachers will benefit from professional development geared toward closing achievement gaps between free/reduced and all students.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools - Generated on 12/17/2021

Whitley County Middle School

Students and teachers will be impacted most by this professional development goal. All students will benefit from improved instructional strategies and content, and all teachers will benefit from added professional knowledge and skills. The principal will be impacted in that he will be involved in finding, evaluating, and participating in professional development sessions and analysis sessions. District leaders may be asked for help in locating resources to meet professional development needs or instructional resources.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Many resources are available on-line to address students in poverty and strategies to reach them. The primary need will be managing time in order to access materials. Professional development funds will be used as necessary. The required technology is already in place, and since professional development from outside sources is currently done remotely, access to other professionals is readily available.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Professional learning communities will be the primary support system for implementing this plan. Teachers will be encouraged to locate helpful resources and then share those resources with their peers. Teachers can share in PLC meetings which strategies and resources are effective for them, and they can work together to adapt strategies and resources to fit the needs of their students.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Analysis of formative assessment measures and universal screeners will be done by grade level teams and shared with the other teams and principal during school-wide PLC meetings. This will be done on a monthly basis so that adjustments may be made when necessary and also so that successful strategies may be shared with more staff. The principal will pay particular attention to these strategies as he conducts his walk-through, informal observations, and formal observations.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools -
Generated on 12/17/2021

Whitley County Middle School

that need to occur in order to meet the goal.

For our long-term goal, we plan to increase the percentage of students scoring at the Proficient/Distinguished level by 10% as evidenced by the 2021--2022 K-Prep assessment. This will require teachers at all grade levels to develop an extensive understanding of the Science standards, as well as locating and/or developing resources to be used in teaching the standards. For our short-term goal, we plan to increase the percentage of students scoring the Proficient/Distinguished level by 5% as evidenced by the results of the 2020-2021 K-Prep assessment. To accomplish this, teachers will need to continue to study the standards, find and/or develop new resources to teach the new standards, share teaching resources and strategies, and use assessment tools to ensure the activities and resources are aligned to and effectively teaching the standards.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

First, the percentage of students scoring at the Proficient/Distinguished levels will increase by at least 10%. Teachers will be more effective in their instruction of the new content, and planning and implementation of the standards will be more efficient. Students will benefit by developing understanding and skills needed for each grade level and will be able to show mastery on the K-Prep assessment when they reach the grade level at which the assessment is administered. Schools will be able to provide the necessary resources teachers and students need to meet the requirements of the new standards.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teachers demonstrate effective implementation of standards by developing and implementing standard aligned lessons, formative assessments, and utilizing resources evidence by walk-through, evaluation, and data desegregation during PLCs. To be successful, students should be demonstrating mastery on standards based assessment tools, and teachers should be demonstrating effective implementation of the standards, as evidenced by observations, lesson plans, and formal evaluations.

5d. Who is the targeted audience for the professional development?

Regular classroom teachers in all grade levels would be the primary audience for Science standards professional development; however, it would be useful for special education teachers, the library media specialist, and the VPA teacher, as

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools - Generated on 12/17/2021

Whitley County Middle School

those teachers often collaborate with regular classroom teachers to teach across grade levels and content areas.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All stakeholders will be impacted by this professional development, as student mastery of the new standards will increase, teacher efficacy and efficiency will increase in the area of social studies, and school and district leadership will be more effective in providing resources and other support for school staff.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

There are many free resources provided by the Kentucky Department of Education to help teachers master their understanding and develop resources to implement the Science standards. Time will be the most challenging obstacle, so monthly PLC meetings will be dedicated to grade-level team study of the standards and development of resources, assessment tools, and strategies for implementing the strategies. If free resources cannot be found, or resources cannot be created, instructional monies may be used to purchase resources aligned to the curriculum. standards.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Professional learning communities will be the primary support for this professional development implementation as that is currently the most effective tool teachers are using to learn new skills. Sharing strategies that work and resources they have discovered or developed with peers are the most common method teachers identify when surveyed about their current practices. Teachers have many modes of sharing including zoom meetings, social media interest groups, and small group in person staff meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools -
Generated on 12/17/2021

Whitley County Middle School

PLC minutes with samples of student work and analysis of formative and summative student data will be utilized to assess effectiveness of instruction derived from increased teacher knowledge of the standards.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools -

Generated on 12/17/2021

Whitley County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan

Whitley County Middle School
Patrick Conlin
351 Blvd Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan - Generated on 12/17/2021

Whitley County Middle School

2021-22 Phase Three: Comprehensive School Improvement Plan
Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

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.
Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

N/A

ATTACHMENTS

Attachment Name

📄 CSIP

Operational Definitions

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan - Generated on 12/17/2021

Whitley County Middle School

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, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement 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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

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

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan - Generated on 12/17/2021

Whitley County Middle School

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CSIP	Comprehensive School Improvement Plan	•

Comprehensive School Improvement Plan (CSIP)

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 among 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 required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, 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.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 56.2% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 51.7% in 2022 and 56.2% in 2026.	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. 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.	Summative assessment measures, such as MAP, Common Assessments, a Student growth as measured by MAP, common assessments, and K-Prep	8/2021—5/2026 PLC and SBDM Minutes 8/2021—5/2026 Data Notebooks and PLC Minutes	$0 – No Funding Required $0 – No Funding Required
	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	8/2021—8/2026 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 21st CCLC program to provide remediation, homework help, and enrichment for all students through	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2021—5/2026 21st CCLC Program offerings and attendance	$1,000 – General Fund $1,000 – 21st Century Grant

Goal 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 56.2% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		before-school, after-school, and summer school programs.			
		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 21st CCLC	8/2021—5/2026 Lesson Plans and Formal/Informal Observations	$0 – No Funding Required

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 22.7% in 2021 to 24.2% in 2022 and 28.7% in 2026, 66.5% in writing to 68% in 2022 and 72.5% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science to 28.7%; and in writing to 72.5% by 2026.	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	8/2021—5/2026 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	9/2021—5/2026 PLC minutes and Progress monitoring data	Title I funding
		D. Teachers are posting lessons to google classroom each day to accommodate students that are quarantined due to Covid and students that are sick.	Common Assessments and MAP data	On-going	$0 – No Funding Required
	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	Student growth as evidenced by MAP,	On-going	$0 – No Funding Required

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 22.7% in 2021 to 24.2% in 2022 and 28.7% in 2026, 66.5% in writing to 68% in 2022 and 72.5% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	AIMS Web Plus, Common Assessments, classroom data, and K-Prep	Lesson Plans, PLC minutes, and Formal/Informal observations	
		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. 21st 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 – 21st Century Grant
		E. Family Resource Center staff, along with 21st 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 able to overcome obstacles and learn at high levels.	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 21st CCLC, FRC, and school events	$1,000 – General Fund $1,000 – 21st Century Grant
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own	Student achievement and growth, as evidenced by	On-going Survey results and	$0 – No Funding Required

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 22.7% in 2021 to 24.2% in 2022 and 28.7% in 2026, 66.5% in writing to 68% in 2022 and 72.5% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	MAP and K-Prep; data from Tell KY Survey	Sign-in sheets for 21st CCLC, FRC, and school events	

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.	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	9/2021—5/2026 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
		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	9/2021—5/2026 PLC minutes and Progress monitoring data	Title I 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

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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. 21st 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 – 21st Century Grant |
| | | E. Family Resource Center staff, along with 21st 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 able to overcome obstacles and learn at high levels. | 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 21st CCLC, FRC, and school events | $1,000 – General Fund $1,000 – 21st Century Grant |
| | 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 | 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 21st CCLC, FRC, and school events | $0 – No Funding Required |

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			

Goal 4: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% in 2023.	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 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	$1,500 – General Fund; $1,500 – 21st 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 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 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	$0 – Math Achievement Fund
		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 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	$0 – No Funding Required
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and adjust 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 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	$0 – No Funding Required

Goal 4: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 21st CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	$0 – No Funding Required
		C. 21st 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-Prep data will be used to identify instructional needs.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes Scrimmage Test Results	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks December 2021-May 2023 Scrimmage test data and PLC Minutes	$1,000 – General Fund $1,000 – 21st Century Grant
	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 2021-May 2023 Scrimmage test data and PLC Minutes	

Goal 4: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Goal 5: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 85.8 in 2021 to 87.8 in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	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 85.8 in 2021 to 87.8 in 2023.	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	8/2021—5/2023 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	8/21-5/23 Data notebooks, IXL reports, and Scrimmage Test results	$0 – No Funding Required
	2. Design, Align and Deliver Support	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 strategies to address student difficulties and to maximize instructional effectiveness.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23 Data notebooks and Scrimmage Test results	$0 – No Funding Required
		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	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23 Scrimmage Test results and PLC Minutes	$0 – No Funding Required

Goal 5: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 85.8 in 2021 to 87.8 in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will use findings to adjust instructional practices as needed.			
	3. Design and Implement Career Goals	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	8/21-5/23 Data notebooks	$0 – No Funding Required
		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	8/21-5/23	$0 – No Funding Required
		B. All students participate in the Reality Fair.	Students must complete pre and post assessment.	8/21-5/23	$0 – No Funding Required

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.):					
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**
Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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2021-22 Phase Three: Executive Summary for Schools

Whitley County Middle School
Patrick Conlin
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Williamsburg, Kentucky, 40769
United States of America

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

Table of Contents

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Whitley 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, two assistant principals, one guidance counselor, one librarian, one speech pathologist, 41 certified classroom teachers, one school nurse,

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

two comprehensive care counselors, five instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, two secretaries, 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 and in the summer. 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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

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 Gear Up 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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

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 Gear Up Program, we offer tutoring services and opportunities to visit colleges. 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. In 2020-2021, in reading our students scored 2% above the state average of 48% proficient/distinguished. Also, our school surpassed the state average in writing with 68% scoring above the state average of 52%. In 2018-19 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 and 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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

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 enabled 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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

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 six computer labs along with laptop and I-pad sets with 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 (including ATSI) 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

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools - Generated on 12/17/2021

Whitley County Middle School

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)