

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Whitley County High School
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/02/2019
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2019-20 Phase Three: Executive Summary for Schools

2019-20 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?

See attachment

ATTACHMENTS

Attachment Name

 19-20 description of the school

School's Purpose

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 School's Purpose

Notable Achievements and Areas of Improvement

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 Notable Achievements & Areas of Improvement

Additional Information

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

N/A

ATTACHMENTS

Attachment Name

 19-20 exec summ additional info

Additional Information

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

None

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 description of the school	19-20 description of the school	•
 19-20 exec summ additional info	19-20 exec summ additional info	•
 19-20 Notable Achievements & Areas of Improvement	19-20 Notable Achievements & Areas of Improvement	•
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Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, currently serves 958 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High 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. According to the latest census data, 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 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% 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 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. 78.4% of our students qualify for free or reduced lunch. Another important fact is that our county has 24.1% of its population 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.

Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age 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 Transition Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a

curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 10 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school, including our participation in the GEAR-UP program and Link Crew initiatives. 49.27% of our students are male and 50.73% are female. Our student body consists of 246 freshmen, 249 sophomores, 225 juniors, 230 seniors, and 8 non-diploma/grade 14 students. 14.72% of our learners are identified as students with disabilities.

Our faculty/staff consists of: 1 principal, 3 assistant principals, 2 school guidance counselors, 2 media specialists, 63 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 7 FMD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 2 crisis counselors and 1 SRO. Safety is a priority in our school. We have a security entrance for the main campus in which all visitors must sign in with an off-duty sheriff's deputy. All parents have online access to the school and district disciplinary code/student handbook. All guests are required to sign-in at the main entrance to the building and all of our classrooms have telephone access to outside lines.

Additional Information

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

- Our JROTC unit has been recognized as "Honor with Distinction" since 1993.
- Over the last 10 years, we have had 52 students selected as Governor's Scholars.
- For 2018-2019, one student was selected as a HOBY winner and one student was selected as a HOBY alternate.
- Our National Honor Society has 338 historical members.
- We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.
- During the 2019 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

**** One year scholarships totaled \$385,172 awarded to WCHS students.

**** Four year scholarships totaled \$1,112,842 awarded to WCHS students.

- AmeriCorp has placed a College and Career Readiness Coach at WCHS five consecutive school years.
- WCHS Future Farmers of America:
 - Regional Competitions:
 - Land Judging- the land judging team placed 3rd in the region
 - Tractor Driving- The two students sent to compete placed 2nd in junior tractor driving and 3rd in senior tractor driving in the region.
 - Welding- the welding team placed 1st in the region.
 - Ag Mechanics- the ag mechanics team placed 1st in the region
 - Small Engine- the small engine team placed 3rd in the region.
 - Nursery ID- the nursery/landscape ID team placed 3rd in the region
 - Ag Sales- the agricultural sales team placed 1st in the region.
 - Proficiencies- WCHS students had 8 first place proficiencies in the region and 2 second place proficiencies in the region.
 - Impromptu speaking- WCHS had two first place speakers and 1 second place speaker at the regional level.
 - Parliamentary Procedure- the parliamentary procedure team placed 3rd in the region.
 - State Competitions:
 - Ag Sales- After placing 1st in the region, the ag sales team advanced onto state competition and placed 9th in the state.
 - Proficiencies- Each of the 8 first place proficiencies advanced on to the state level and we came back with one 2nd place winner.

- Impromptu Speaking- The three speakers all advanced onto the state competition and we came out with one 2nd place winner in the state.
 - Ag mechanics- After placing 1st in the region, the team advanced to the state competition and again won 1st place.
 - Welding- After placing 1st in the region, the welding team advanced to the state competition and took home 2nd place.
 - Meat Judging- Although meat judging is not a regional competition, the team went to the state competition and placed 2nd overall.
 - State Degree- 5 of our students went to the Kentucky FFA Convention to receive their state degrees.
 - Forestry Competition- Although it is also not a regional competition, the forestry team placed 3rd in the state competition.

 - National Competitions
 - Ag Mechanics- After placing first in both the region and the state, the ag mechanics team traveled to the national competition in Indianapolis and competed to receive a bronze rating.
- We earned Elite Top 50 FACS Program for five years in a row.
 - Several of our student organizations raise money for various charities and have numerous service learning projects.
 - We have a very active Visual and Performing Arts program with theatre, visual arts, dance, chorus, and band. We have an annual art show, choral and instrumental concerts, and several drama performances throughout the school year.
 - Class officers are elected by popular vote after campaigning.
 - Our GEAR UP program is working to build a sustainable college-going culture in our school which has a high percentage of students in low-income households.
 - Our Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Select junior and senior students serve as leaders/mentors for the program.
 - Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors. Also, our student athletes competed at the state level. In addition, we have more student-athletes signing to play sports at the collegiate level.
 - We host an Annual Community Thanksgiving in which students and other volunteers prepare and serve a Thanksgiving meal to all who attend.
 - We host an Annual Veteran's Day Breakfast and Celebration Ceremony for all area Veterans.
 - We host a Memorial Day Ceremony in our Courtyard of Patriots which is located at the front of our school.
 - On their Annual Organization Day, our JROTC conducts a Change of Command Ceremony.
 - Our F.O.R.T. honors a Student of the Month.

- Each year, our senior class participates in a Senior Walk through the high school, middle school and at their respective elementary school. During the Senior Walk, the seniors present “Life- Changer Awards” to those who have had the most impact on their educational career.
- Athletic Hall of Fame Banquet to annually induct members.
- Our Food Service Program provides free meals (breakfast and lunch) to all students.
- Several WCHS female students participated in the Young Women LEAD Conference in March 2018.
- Two students are attending the Gatton Academy STEM school.

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.

Notable Achievements

2018-2019

- ACT Reading Distinguished Performance Level increased by 3.7.
- ACT Reading Distinguished Performance Level for disability increased by 5.8.
- ACT Reading Distinguished Performance Level for females increased by 5.8.
- ACT Reading Distinguished Performance Level for males increased by 1.7.
- ACT Reading Distinguished Performance Level for economically disadvantaged increased by 4.5
- ACT Math Proficient Performance Level increased by 5.3.
- ACT Math Novice Performance Level for disability decreased by 2.9.
- ACT Science Proficient Performance Level increased by 6.3.
- ACT Science Novice Performance Level decreased by 1.6.
- On-Demand Writing has maintained a Novice Level under 10 for the last 5 years.
- On-Demand Writing continues to have the highest percentage of students scoring proficient and distinguished.
- The variety and scope of our course offerings have expanded a great deal with the implementation of trimester scheduling.
- Over the last couple of years, we have increased our number of CTE programs to include two health science pathways and are starting a collaborative engineering offering this year.
- Student exposure to technology and learning is a central focus with every student having access to an internet connected device.
- In comparison to other high schools with similar demographics within our state, we continue to close the gap on the ACT and surpass some of those districts.

Graduation rate was marked as High on the Indicator Scale.

2017-2018

In the three state accountability areas for 17-18, we scored the following:

Proficiency Indicator = ACT Reading and Math 58.4

Demographics w/in this category:

- White Students = 58.1
- Free/Reduced Students = 52.8
- Students w Disability/IEP = 35.1
- Cut Score = 40

- In 16-17, *Achievement was 63.9. So comparatively speaking, although the current state assessment is NOT the same state assessment as 16-17, we have essentially fallen -5.5 below the previous assessments for previous *Achievement/current Proficiency indicator. *Achievement for 16-17 was based upon English II EOC, Algebra II EOC, Biology EOC, US History EOC, On-Demand Writing for 10th and 11th grade, and Language Mechanics.
- 17-18 Next-Generation Learners Scores for **Reading** showed the following performance percentages:
 - For All Students: D = 11.2, P = 31.6, A = 32.3, and N = 24.9
 - For Free/Reduced Lunch Students: D = 6.1, P = 29.4, A = 37.1, and N = 27.4
 - For Students w/ Disability/IEP: D = 5.0, P = 17.5, A = 22.5, and N = 55.0
 - More than half (57.2%) of all students scored at the apprentice/novice level with a quarter (24.9%) scoring novice and almost a third (32.3%) scoring apprentice.
 - Close to two-thirds (64.5%) of the free/reduced lunch population scored at the apprentice/novice level with more than a quarter (27.4%) scoring novice.
 - More than three-fourths (77.5%) of the sped population scored at the apprentice/novice level with more than half (55%) scoring novice.
 - Although there is a gap between the free/reduced population and all students, the gap is manageable (less than 10 percentage points).
 - There is more than a twenty percentage point difference between the percent of sped students scoring apprentice/novice than all students scoring at the same level.
 - The percentage of sped students scoring novice is 22.7 percentage points more than the percent of all students scoring novice and 27.6 points more than the percent of free/reduced lunch students scoring novice.
- 17-18 Next-Generation Learners Scores for **Math** showed the following performance percentages:
 - For All Students: D = 4.9, P = 28.7, A = 40.4, and N = 26.0
 - For Free/Reduced Lunch Students: D = 2.1, P = 26.4, A = 42.0, and N = 29.5
 - For Students w/ Disability/IEP: D = 5.4, P = 24.3, A = 8.1, and N = 62.2
 - More than two-thirds (66.4%) of all students scored at the apprentice/novice level with more than a quarter (26%) scoring novice.
 - Almost three-fourths of the free/reduced population (71.5%) scored at the apprentice/novice level with more than a quarter (29.5%) scoring novice.
 - More than half or nearly two-thirds (62.2%) of the sped population scored at the novice level.
 - Math is a concern for every group, especially for sped with the majority of students scoring novice.

Transition Readiness Indicator = 65.8

Demographics w/in this category:

- White Students = 65.6
- Free/Reduced Students = 61

- Students w Disability/IEP = 38.6
- Cut Score = 41
- In 16-17, CCR was 66.5. So comparatively speaking, although the current state assessment is NOT the same state assessment as 16-17, we have essentially fallen -.7 below the previous assessments for previous CCR/current Transition Readiness indicator.

Graduation Indicator = 96.6

Demographics w/in this category:

- White Students = 96.5.1
- Free/Reduced Students = 96
- Students w/ Disability/IEP = 79
- Cut Score = 85
- In 17-18, our Graduation Rate was 96.6, a decrease of -1.0 below the previous year's Graduation Rate of 97.6.
- 17-18 Next Generation Learners Scores reveal that 246 out of 255 students met the 4-year Cohort for Graduation for a rate of 96.5. 178 out of 186 Free/Reduced Lunch Students met the 4-year Cohort for Graduation for a rate of 95.7. 30 out of 37 Students w/ Disability/IEP met the 4-year Cohort for Graduation for a rate of 81.1.
- 17-18 Next Generation Learners Scores reveal that 200 out of 207 met the 5-year Cohort for Graduation for a rate of 96.6. 152 out of 158 Free/Reduced Lunch Students met the 5-year Cohort for Graduation for a rate of 96.2. 20 out of 26 Students w/ Disability/IEP met the 5-year Cohort for Graduation for a rate of 76.9.

4 Year Graduation Rate = 96.5

We are identified as a TSI (Targeted Support & Improvement) high school.

In the area of the gap group of students w/Disability/IEP, we are identified as TSI as we did not meet the cut scores in the three accountability indicators for this group of students:

Proficiency Indicator = ACT Reading and Math 58.4

- Students w Disability/IEP = 35.1
- Cut Score = 40
- -4.9 below cut score for Students w Disability/IEP
- +18.4 above the cut score for Regular Ed. Students

Transition Readiness Indicator = 65.8

- Students w Disability/IEP = 38.6
- Cut Score = 41
- -2.4 below the cut score for Students w Disability/IEP
- +24.8 above the cut score for Regular Ed. Students

Graduation Indicator = 96.6

- Students w/ Disability/IEP = 79
- Cut Score = 85
- -6 below the cut score for Students w Disability/IEP
- +11.6 above the cut score for Regular Ed. Students

2016-2017

We saw a 2.0 point gain (from 61.8 to 63.8) in our Achievement category from 2016 to 2017. We saw a 2.1 point increase (from 95.5 to 97.6) in our 5-year cohort graduation rate from 2016 to 2017. 49.6% of non-duplicated gap students scored proficient in reading. 64% of our students scored proficient/ distinguished in reading compared to the state average of 55.8%. 78.3% of our students scored proficient/distinguished in writing compared to the state average of 58.5%. Based on ACT 5-Year Trend Data – Percent of Students who Meet College Readiness Benchmarks in math at WCHS is the highest it has been since 2012-13, with 24% of the Class of 2018 (Juniors) meeting ACT Benchmarks in math. According to the same data, % of Class of 2018 juniors meeting ACT Benchmarks increased from 12% in 2015-16 to 24% in 2016-17. Based on ACT 5-Year Trend Data – Average ACT Scores – the average math ACT score was 18.4, which was highest average in 5 years, and had the highest amount of growth (1 full point from 17.4 to 18.4) for all reporting content areas. In meeting the benchmark for reading, our males (53.4) beat the state average (49.8).

Graduation rate has increased over the last three years from 93.3% to its current rate of 97.6%. Achievement has increased over the last three years from 63.3% to its current rate of 63.8%. Writing score has increased from 59.3% to 78.3% in the last three years. Reading score has increased from 53.5% to 64% in the last three years. ACT math score has increased from 17.4% in 2016 to 18.4% in 2017. Our non-duplicated gap group scoring proficient/distinguished on the English II EOC is 58.5% versus the state percentage of 43.9 which is 14.6 percentage points above the state. Our non-duplicated gap group scoring proficient on the Biology EOC went from 24.4% in 2016 to 28.9% in 2017, which is an increase of 4.5% of NDG students scoring proficient.

Our non-duplicated gap group scoring proficient/distinguished on the US History EOC is 53.5% versus the state percentage of 45.4 which is 8.1 percentage points above the state. Our non-duplicated gap group scoring proficient/distinguished on the 11th Grade On-Demand Writing is 73.1% versus the state percentage of 47.8 which is 25.3 percentage points above the state. ACT average scores in Mathematics have increased from 17.4 to 18.4 (2016 to 2017) MAP Math average (mean RIT) scores have increased from 232 to 235.2 (2016 to 2017) Students enrolled in Math Study Skills classes have baseline ACT average scores that increased from 15.76 (August 2017) to 16.7 (October 2017)

Social Studies Department noted the current state as follows:

- saw 8.72% decrease in apprentice on 2016-2017 US History EOC Test
- saw 1.02% increase in proficient on 2016-2017 US History EOC Test
- saw 3.72% increase in distinguished on 2016-2017 US History EOC Test
- 10.26% of special needs/collaboration US History students scored apprentice
- 9.10% of homebound/other US History students scored apprentice
- 47.29% of regular education US History students scored proficient
- 46.15% of special needs/collaboration US History students scored proficient
- 17.57% of regular education US History students scored distinguished
- 2.56% of special needs/collaboration US History students scored distinguished

- 64.86% of regular education US History students scored proficient/distinguished
- 48.71% of special needs/collaboration US History students scored proficient/distinguished

Science Department noted the current state as follows:

- Science reduced novice by 2.2 points.
- Science increased apprentice by 1.6 points.
- Science increased proficient by .1 points.
- Science increased distinguish by .4 points.
- The increase of proficient and distinguish together is .7 points.
- Therefore, it appears science is slowly increasing proficient and distinguish. The decrease in novice mostly moved to apprentice.
- The males within our school scoring novice were 20.3 being 3.6 points lower than the state average of 23.9.
- The males within our school scoring distinguish were 9.4 being .2 points higher than the state average of 9.2.
- Students with free/reduced lunches scoring novice were 23.3 being 6.7 points lower than the state average of 30.
- Students with free/reduced lunches scoring proficient were 24.3 being 1 point lower than the state average of 25.3.
- Students with free/reduced lunches scoring distinguish were 3.4 being .6 points lower than the state average of 4.1
- Students with disabilities with IEPs scoring novice were 40.4 being 17.1 points lower than the state average of 57.1.
- Students with disabilities with IEPs scoring apprentice were 36.2 being 5.3 points above the state average of 30.9.
- Students with disabilities with IEPs scoring proficient were 21.3 being 11 points above the state average of 10.3.
- Students with disabilities with IEPs scoring distinguish were 2.1 being .4 points above the state average of 1.7

We have seen a decrease of approximately 80% in discipline referrals over the last four years. Our student to computer ratio was 1.3:1 last year, but is 1:1 this year. Our current student to teacher ratio is 15:1. The average years of teaching experience is 13.8. According to the WCHS Master Schedule, the number of core and other math teachers decreased from 10 in 2016 - 2017 to 8 in 2017 - 2018.

We have successfully transitioned from semester scheduling to trimester scheduling. Two years ago, we moved from two semesters each containing two nine-week grading periods to three twelve-week trimesters. In doing so, students have the opportunity to take more dual credit courses, more pathway courses, and if needed, make up credits.

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 mission at Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience. 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 the arts, humanities, practical living, and career studies. A listing of the various clubs, athletics, extra-curricular and enrichment opportunities follows. In addition, we believe that offering students opportunities beyond the regular bell schedule will provide them the assistance they need to be Transition Ready. As a result, students are well-rounded and better equipped to be positive contributors to the 21st century academic and competitive workforce. As part of the Whitley County School District, we are committed to "Making Great Things Happen." Our school has a culture of continuous improvement, believes firmly in Colonel P.R.I.D.E. (Purpose, Respect, Integrity, Determination, and Excellence), and models our principles of Pillars for Success: Lead by Example, Kids First, T.E.A.M., and moving our community forward.

CLUBS & ORGANIZATIONS: Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, DECA Club, Future Career and Community Leaders of America (FCCLA), Pep Club, First Priority, 4-H Club, Spanish Club, Future Business Leaders of America (FBLA), Educators Rising, Future Farmers of America (FFA), HOSSA, JROTC (Raider Club, Color Guard, Honor Guard, Drill Team), National Honor Society, SKILLS USA, Student Government Association & Class Officers, International Thespian Society, PALS Club, Kentucky Junior Historical Society, GEAR-UP, Link Crew, and UNITE.

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

21st CENTURY COLONELS: Academic Opportunities (Credit Recovery, After School & Before School Tutoring, Summer School) and Enrichment Opportunities (ACT Prep, Academic Club, Book Club, Colonel Players, Dance Club, Colonel Crafts, Foreign Language Club, ARK Club - Acts of Random Kindness, Science Club, Piano Lessons, Band, Weightlifting/Fitness Club, Leadership Experience (FCCLA), Skills & Drills (JROTC), Cricut Club and Parental Involvement Opportunities (FAFSA Workshops, Parent Nights, Art, Dance, and more).

Opportunities for Continued Improvement

Our Students w/Disability gap group are of our greatest priority/concern. In the four areas of accountability for the 18-19 school year, this group of students has scored significantly below their peer groups of All Students.

Comparing Students with Disability to All Students Proficiency Indicator = ACT Reading and Math 57.1

Reading Scores

- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores

- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Transition Readiness Indicator = 62.7

- Students w/Disability = -22.2

Graduation Indicator = 96.1

- Students w/Disability = -15

Separate Academic Indicator = 67.1

Writing Scores

- Distinguished = -2.4
- Proficient = -34.8
- Apprentice = +7.9
- Novice = +29.2

Science Scores

- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

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

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Rachele Rice, Assistant Principal 8/22/19

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2019-20 Phase Two: The Needs Assessment for Schools

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Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

See attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

 KASC Graphs

Priorities/Concerns

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

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

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

Trends

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

 ACT Data and Trends October 2019

 KASC Graphs

Potential Source of Problem

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

See Attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

Strengths/Leverages

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

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

See Attachment

ATTACHMENTS

Attachment Name

 19-20 CSIP Data Needs Assessment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 CSIP Data Needs Assessment	Addresses all parts of the needs assessment.	<ul style="list-style-type: none">•••••
 ACT Data and Trends October 2019	ACT Data Analysis and Trends	<ul style="list-style-type: none">•
 KASC Graphs	Trend Data for last 5 years.	<ul style="list-style-type: none">•

2019-2020 Needs Assessment

Protocol

Our PLC Team Leaders meet with administrators weekly to review, analyze, and disseminate data. These meetings are documented via agendas and sign-in sheets. Our PLC Teams meet weekly to further analyze the content specific data and make instructional decisions/recommendations accordingly. PLC Teams meet as an entire team regularly, but also in subgroups (i.e., course specific) when needed. These meetings are also documented via agendas/minutes and sign-in sheets. Every PLC Team shares a team drive which houses their curriculum documents and provides a common area to share resources. All faculty PGP's are directly linked to various data: state assessment data, common assessments, self-reflection domains, etc.

Current State

In the three state accountability areas for 18-19, we scored the following:

Overall Score = 62.9 (Star Rating = 3)

- **Proficiency = 26.8**
- **Separate Academic = 10.5**
- **Transition Readiness = 19.6**
- **Graduation = 6**

Proficiency Indicator = ACT Reading and Math 57.1 (Indicator Scale = Medium)

18-19 Scores for **Reading** showed the following performance percentages:

- For All Students: D = 14.9, P = 24.8, A = 31, and N = 29.3
- For Economically Disadvantage Students: D = 10.6, P = 22.7, A = 30.8, and N = 35.9
- For Students w/ Disability/IEP: D = 10.7, P = 7.1, A = 28.6, and N = 53.6

18-19 Scores for **Math** showed the following performance percentages:

- For All Students: D = 4.5, P = 34, A = 31.2, and N = 30.4
- For Economically Disadvantage Students: D = 2.5, P = 30.9, A = 31.9, and N = 34.8
- For Students w/ Disability/IEP: D = 3, P = 24.2, A = 15.2, and N = 57.6

Transition Readiness Indicator = 62.7 (Indicator Scale = Low)

Demographics w/in this category:

- Male Students = 73
- Female Students = 52.4
- Economically Disadvantage Students = 53.9
- Students w Disability/IEP = 40.5

Graduation Indicator = 96.1 (Indicator Scale = High)

Demographics w/in this category:

- White Students = 96
- Male Students = 93.9
- Female Students = 98.4
- Economically Disadvantage Students = 95.2
- Students w/ Disability/IEP = 81.1

Separate Academic Indicator = 67.1 (Indicator Scale = Medium)

18-19 Scores for **Writing** showed the following performance percentages:

- For All Students: D = 5.8, P = 58.9, A = 26.6, and N = 8.7

- For Economically Disadvantage Students: D = 5.6, P = 53, A = 30.8, and N = 10.6
- For Students w/ Disability/IEP: D = 3.4, P = 24.1, A = 34.5, and N = 36.9

18-19 Scores for **Science** showed the following performance percentages:

- For All Students: D = 0.8, P = 27.8, A = 51.5, and N = 19.9
- For Economically Disadvantage Students: D = 0, P = 24.7, A = 51.5, and N = 23.7
- For Students w/ Disability/IEP: D = 0, P = 13.8, A = 48.3, and N = 37.9

Priorities/Concerns

Our Students w/Disability gap group are of our greatest priority/concern. In the four areas of accountability for the 18-19 school year, this group of students has scored significantly below their peer groups of All Students.

Comparing Students with Disability to All Students

Proficiency Indicator = ACT Reading and Math 57.1

Reading Scores

- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores

- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Transition Readiness Indicator = 62.7

- Students w/Disability = -22.2

Graduation Indicator = 96.1

- Students w/Disability = -15

Separate Academic Indicator = 67.1

Writing Scores

- Distinguished = -2.4
- Proficient = -34.8
- Apprentice = +7.9
- Novice = +29.2

Science Scores

- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

Trends

- See KASC file

Potential Source of Problem

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

1- Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4- Review, Analyze and Apply Data Results

5- Design, Align and Deliver Support Processes with Sub-group Focus

6- Establish a Learning Culture and Environment

1. Deployment of Standards:

- State Standards have been successfully implemented in all content areas and common assessments drilled down to question by question are identified/matched with/to the standards. We want to ensure that standards are covered and students reach proficiency in them.
- Various curriculum documents exist in our Google Team Drives developed to ensure each standard is addressed adequately.

2. Delivery of Instruction:

- Collaboration Teachers and SPED Teachers have received targeted professional development in the Co-Teaching model in our opening mandatory PD days for the 18-19 and 19-20 school years.
- RTI = Response to Intervention: We have study skills math and reading classes along with ACT study skills English and reading classes. Students are flagged and enrolled in these classes based upon their CERT data.
- Horizontal and vertical alignment within all content areas is a major focus. Conversations are held to discuss standards being covered, length of time for class instruction, modifications of assessments and novice reduction strategies, as well as re-teaching of concept not mastered by students.
- Core content teams worked collectively to create pacing guides and common assessments utilizing backward design.
- Concerns remain for students with using Chromebooks: discovered that when students are presented the unit outline in a Cornell note-taking format and provided time in class to complete it, many students will simply research, then cut and paste what they find. There appears to be very little cognitive connection between what is being asked and what the response is. Students were completing a mechanical action instead of actually engaging with the material.
- Concern regarding how to prepare students for online testing environment versus paper and pencil testing environment.

3. Assessment Literacy:

- Common Assessment data in all core content areas is shared monthly at PLC Team meetings.
- In assessing our SPED students, we are looking more closely at how these students are individually tested. For example, students with IEPs are testing individually according to their accommodations and the entire testing window will be utilized.
- Curriculum documents such as unit plans, curriculum maps and common assessments are shared within our PLC teams and among the specific content/course teachers.
- Item analysis and other data analysis for standards are key components to our discussions.

4. Review, Analyze and Apply Data Results:

- Incorporation of new resources with existing technologies (i.e. google classroom, google drive) to perform assessments, score assessments, and share common assessment data, including the generation of

reports allowing for easier access to prepare and share item analysis documents, as well as allowing for more immediate feedback to students and parents/guardians.

- We analyze data from ACT, EOP, On-Demand Writing, and CERT for trends and use this data to drive instruction and develop curriculum based on student needs with a focus on meeting standards and covering required material/content.

5. Design, Align and Deliver Support Processes with Sub-group Focus:

- The Google calendar is being utilized for scheduling all ARC meetings in order to streamline the process.
- All content areas are continuing the “go digital process” with all department documents “living” on a google drive and are constantly updated/modified.
- Working to align our assessments to reflect the possibility of all state testing being completed online.

6. Establish a Learning Culture and Environment:

- Our PLC Teams have worked to establish an “environment of trust” and have gained noticeable positive momentum, in terms of curriculum development, data analysis, construction of common assessments, and utilization of new technologies.
- Co-teaching has been implemented between special needs teachers and core content teachers.
- Our PLC Teams have an agenda template for weekly meetings. These are shared with all team members, school administrators, and district administrators, and support staff.
- As a faculty, we stay abreast of the latest and greatest changes that come our way per our District Support Staff and informational releases from KDE. We want to stay current with the changes/revisions to the state assessments, standards, career pathways, etc.
- Teachers are participating in KLIP and LDC and MDC trainings.
- We have implemented the use of Striving Readers Comprehensive Literacy Grant resources such as No Red Ink, Reading Plus, Scholastic Magazines, Wordly Wise, class novel sets, science assessment materials, etc.

Strengths/Leverages

- ACT Reading Distinguished Performance Level increased by 3.7.
- ACT Reading Distinguished Performance Level for disability increased by 5.8.
- ACT Reading Distinguished Performance Level for females increased by 5.8.
- ACT Reading Distinguished Performance Level for males increased by 1.7.
- ACT Reading Distinguished Performance Level for economically disadvantaged increased by 4.5
- ACT Math Proficient Performance Level increased by 5.3.
- ACT Math Novice Performance Level for disability decreased by 2.9.
- ACT Science Proficient Performance Level increased by 6.3.
- ACT Science Novice Performance Level decreased by 1.6.
- On-Demand Writing has maintained a Novice Level under 10 for the last 5 years.
- On-Demand Writing continues to have the highest percentage of students scoring proficient and distinguished.
- The variety and scope of our course offerings have expanded a great deal with the implementation of trimester scheduling.
- Over the last couple of years, we have increased our number of CTE programs to include two health science pathways and are starting a collaborative engineering offering this year.
- Student exposure to technology and learning is a central focus with every student having access to an internet connected device.

- In comparison to other high schools with similar demographics within our state, we continue to close the gap on the ACT and surpass some of those districts.
- Graduation rate was marked as High on the Indicator Scale.

Estimated Math 2019 - 2020 based on Fall CERT	Novice	Apprentice	Proficient	Distinguished
Cut-Scores	0 – 15	16 – 18	19 – 26	27 – 36
No of Students in Range		207 in need	8 on target	18 above BM
% of Students in Range				
Average Score at each Level				

Math 2018 - 2019	Novice	Apprentice	Proficient	Distinguished
Cut-Scores	0 – 15	16 – 18	19 – 26	27 – 36
No of Students in Range				
% of Students in Range	30.4%	31.2%	34.0%	4.5%
Average Score at each Level				

Math 2017 – 2018	Novice	Apprentice	Proficient	Distinguished
Cut-Scores	0 – 15	16 – 18	19 – 26	27 – 36
No of Students in Range	70	111	74	12
% of Students in Range	26.22%	41.57%	27.72%	4.49%
Average Score at each Level	14.24	16.78	21.76	28.83

** For Comparison Only **

Math 2016 – 2017	Novice	Apprentice	Proficient	Distinguishe d
Cut-Scores	0 – 15	16 – 18	19 – 26	27 – 36
No of Students in Range	72	89	89	18
% of Students in Range	26.87%	33.21%	33.21%	6.72%

Average Score at each Level	14.32	16.97	21.84	28.17
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WCHS ACT Averages over time

Description	Class of 2017 (March 2016)	Class of 2018 (March 2017)	Class of 2019 (March 2018)	Class of 2020 (March 2019)
w/ accommodations	356/23 = 15.48	591/39 = 15.154	741/45 = 16.47	
no accommodations	3240/183 = 17.70	4369/230 = 18.995	3822/207 = 18.46	
within 40-70% range	1056/62 = 17.03	1469/77 = 19.077	1316/74 = 17.78	
Overall School Average	3596/206 = 17.46	4960/269 = 18.438	4563/252 = 18.11	x / 247 = 18.226

2018/19
Grappms



Proficiency
Medium

Separate Academic
Medium

Transition Readiness
Low

Graduation Rate
High



Whitley County High School

OVERALL SCORE: 62.9

Star Rating



Whitley County High School

Grad Rate

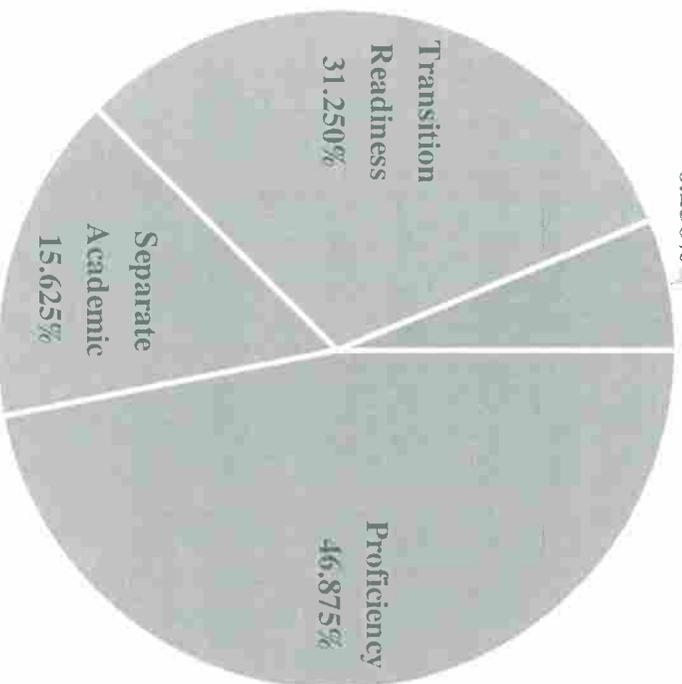
6.250%

KIDE Indicator Weights

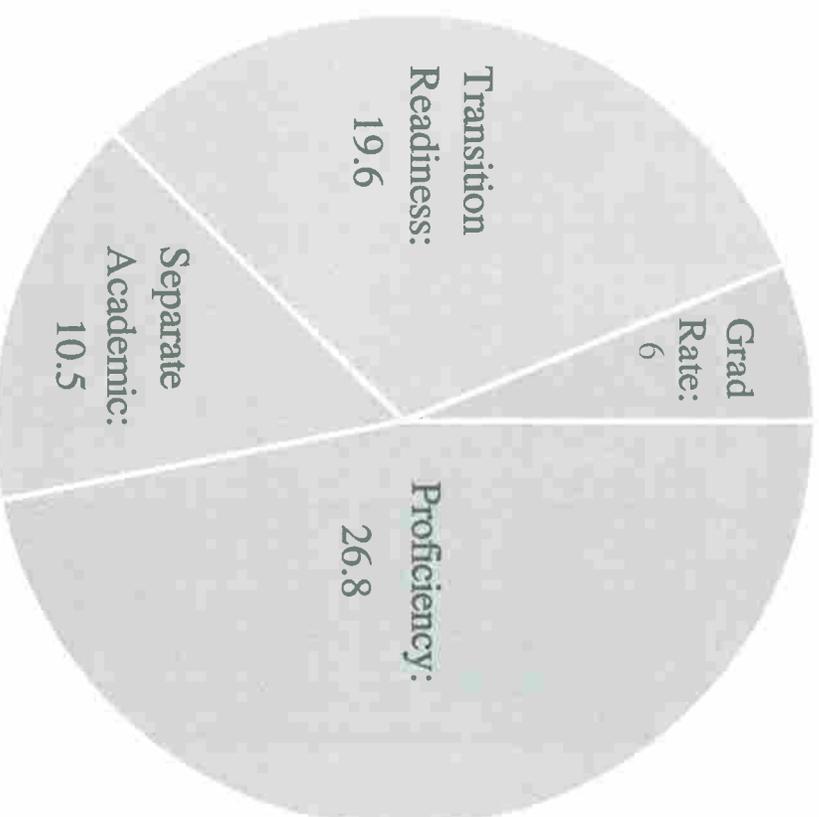
2018/19

Your Overall Score

62.9



Your Weighted Scores



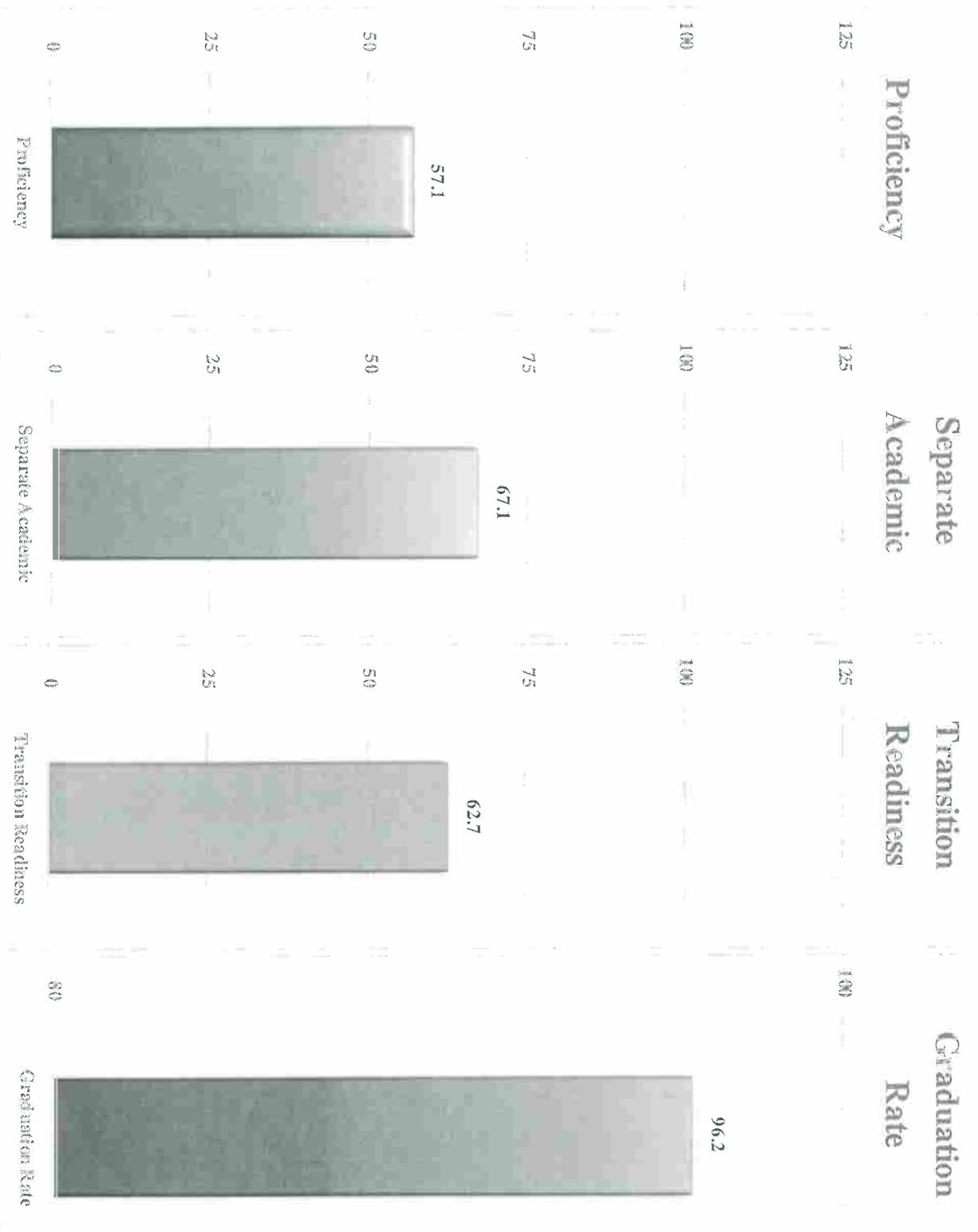
Indicator Scale	
Proficiency	Medium
Separate Academic	Medium
Transition Readiness	Low
Graduation Rate	High

Federal Classification (ATSI, CSD)	
	N/A
	Reason

Whitley County High School

Indicator Scores

2018/19



Whitley County High School

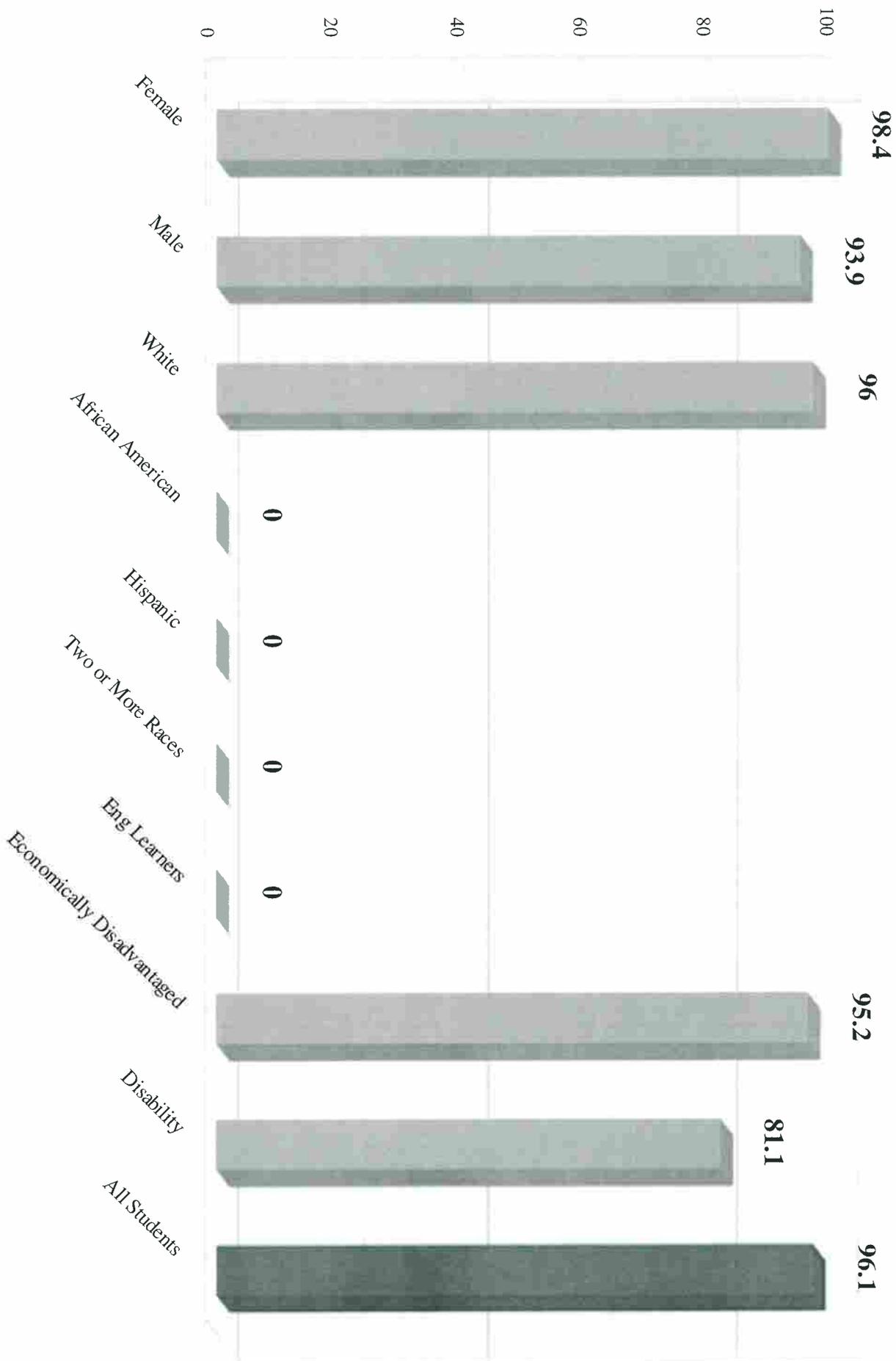
Transition Readiness 2018/19



*includes bonus

Whitley County High School

Graduation Rate 2018/19



Whitley County High School

Reading—% NAPPD

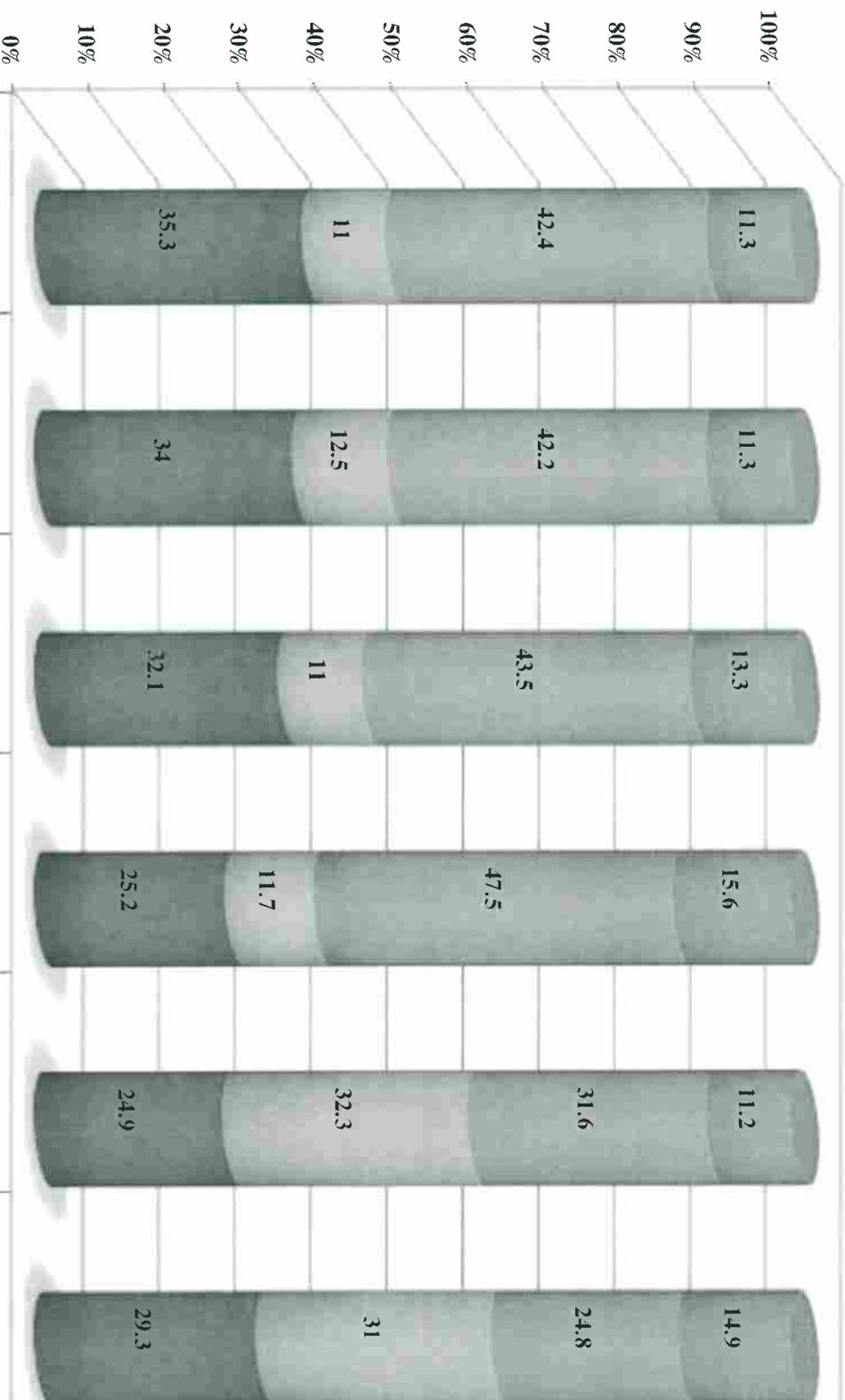
Distinguished

Proficient

Apprentice

Novice

Reading Performance Level % - All Students



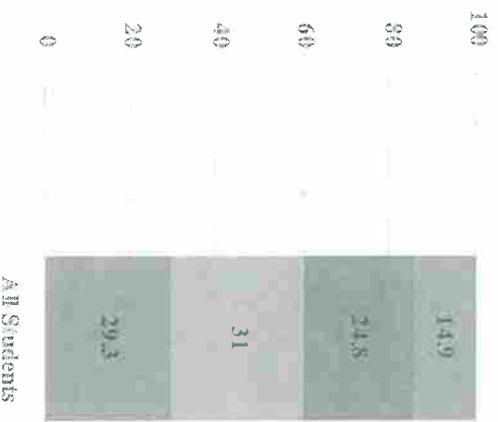
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
■ Distinguished	11.3	11.3	13.3	15.6	11.2	14.9
■ Proficient	42.4	42.2	43.5	47.5	31.6	24.8
■ Apprentice	11	12.5	11	11.7	32.3	31
■ Novice	35.3	34	32.1	25.2	24.9	29.3

Whitley County High School

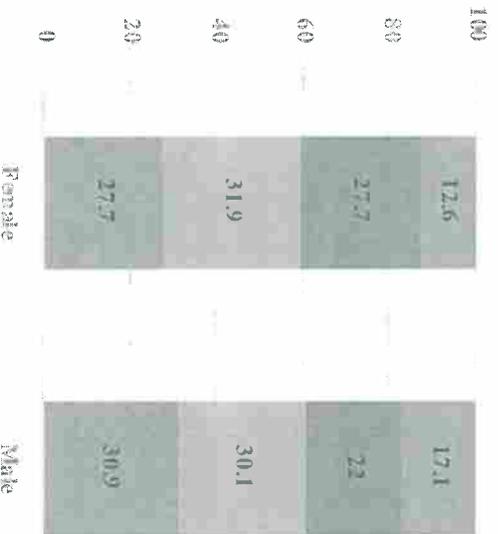
Reading—Groups 2018/19

Distinguished Proficient Apprentice Novice

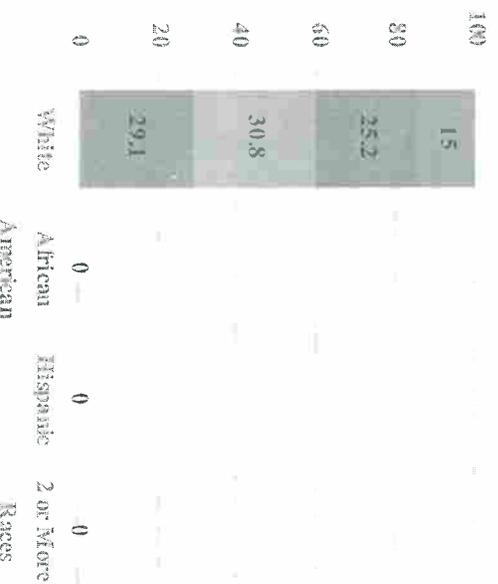
All Students



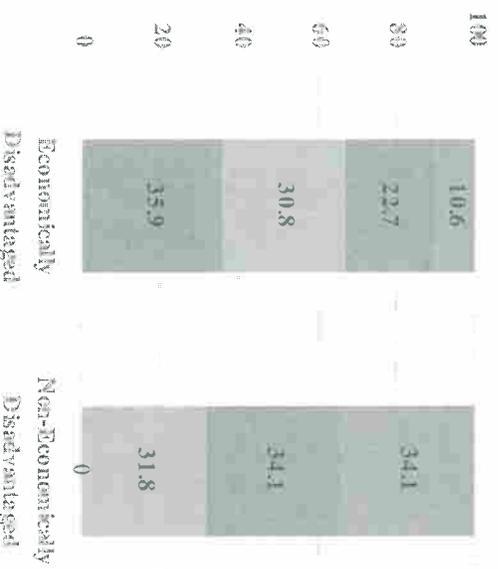
Female / Male



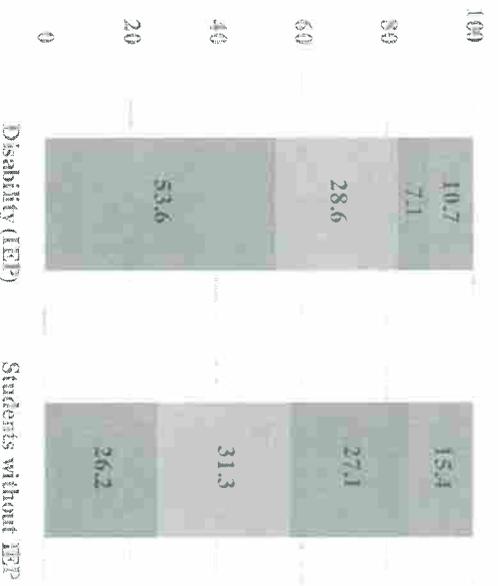
Ethnicity



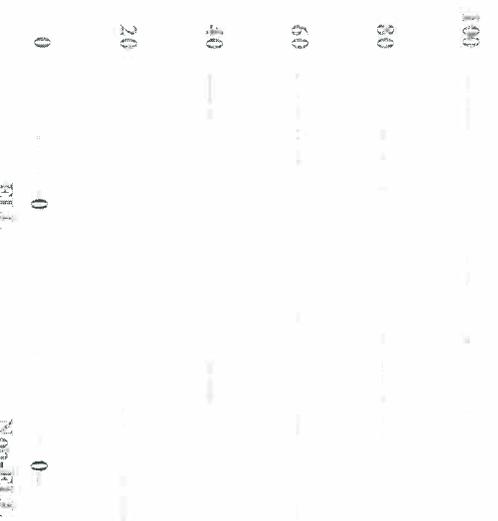
Economically Disadvantaged



Disability



English Language Learners

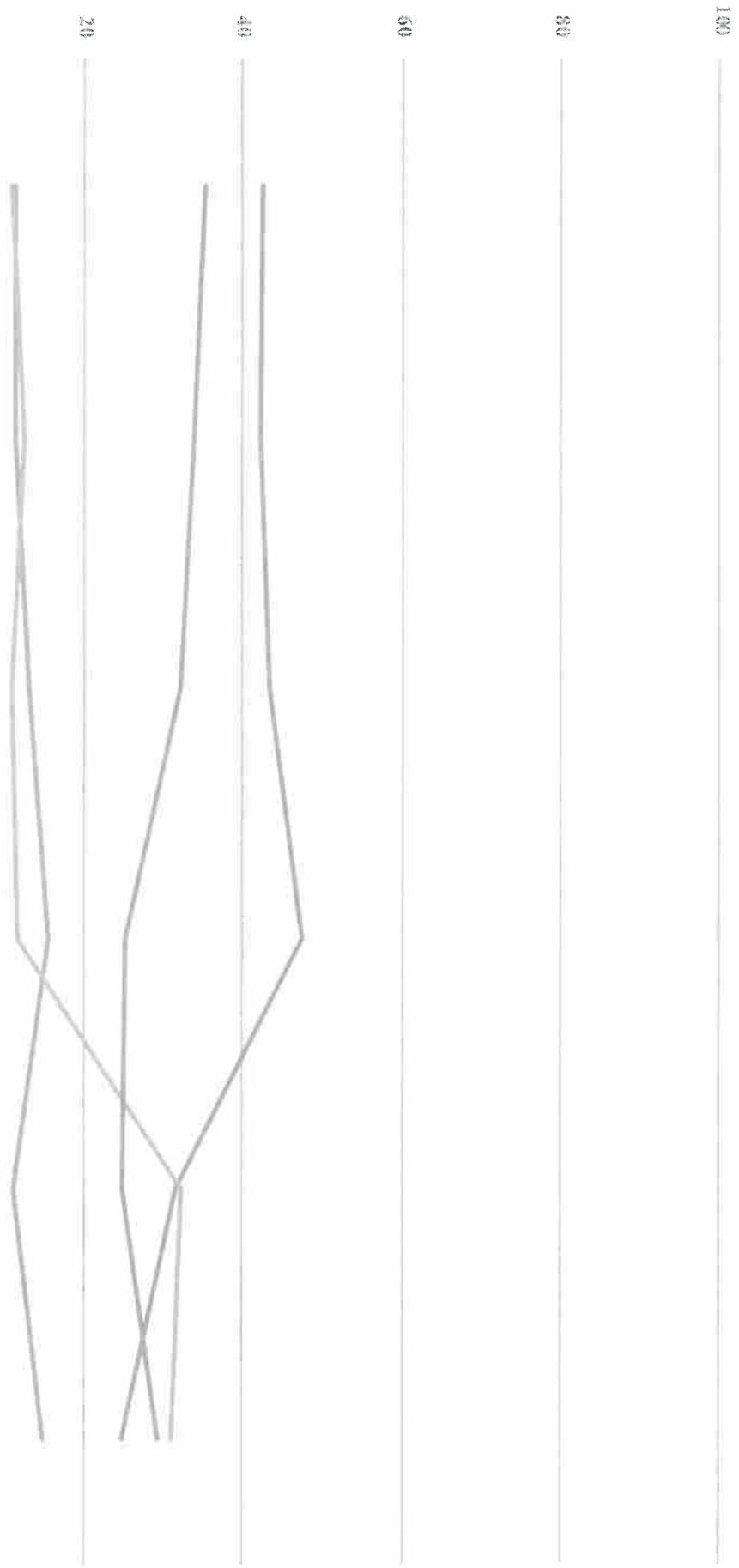


Whitley County High School

Reading—Group Trends

Distinguished Proficient Apprentice Novice

All Students

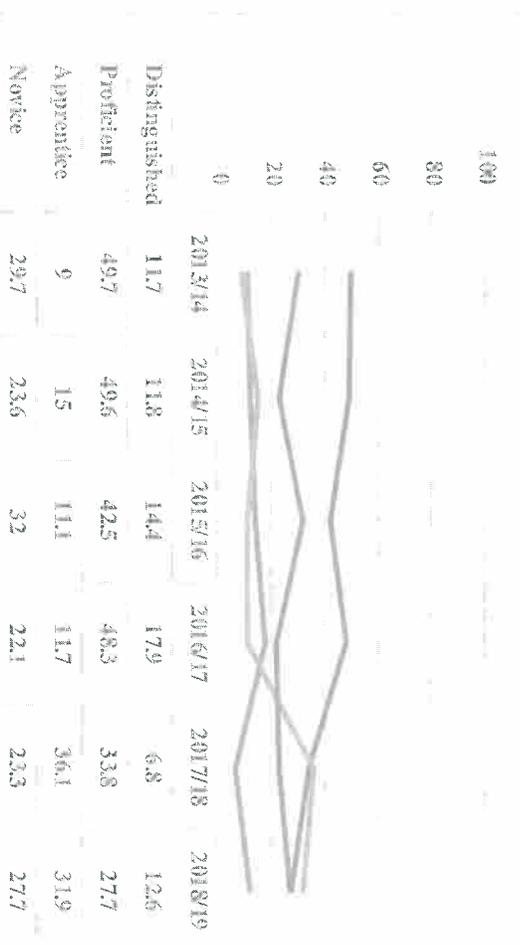


Whitley County High School

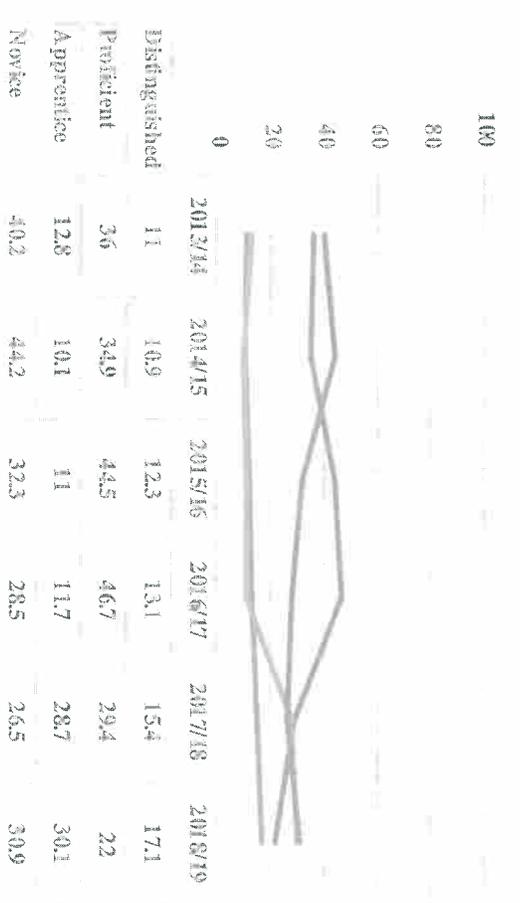
Reading—Group Trends

Distinguished Proficient Apprentice Novice

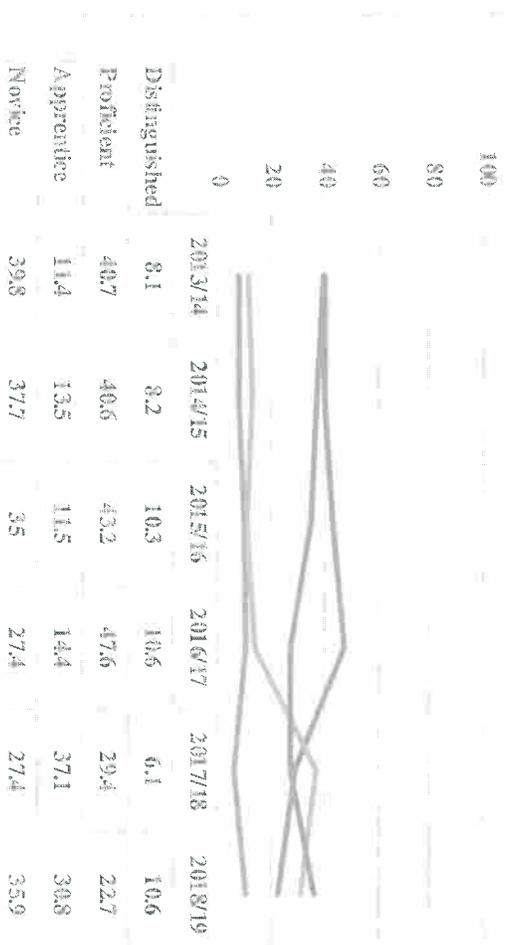
Female



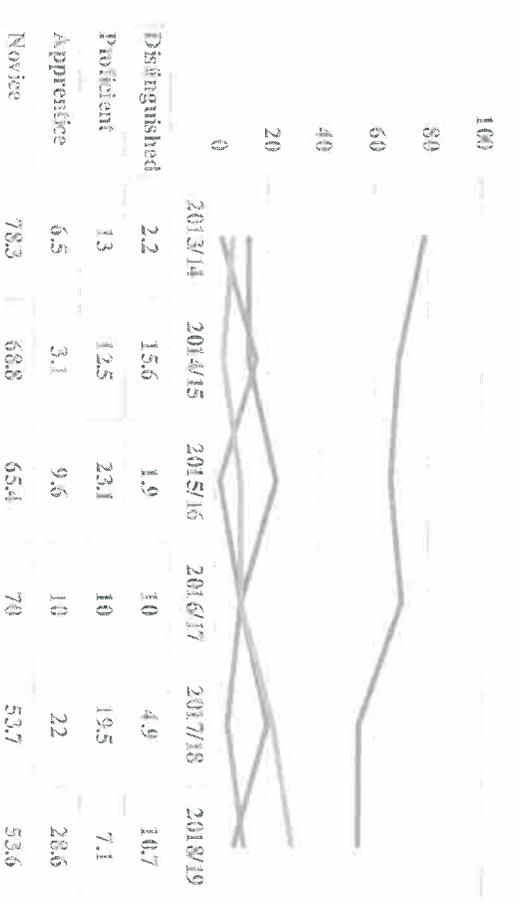
Male



Economically Disadvantaged



Disability



Whitley County High School

Reading—Group Trends

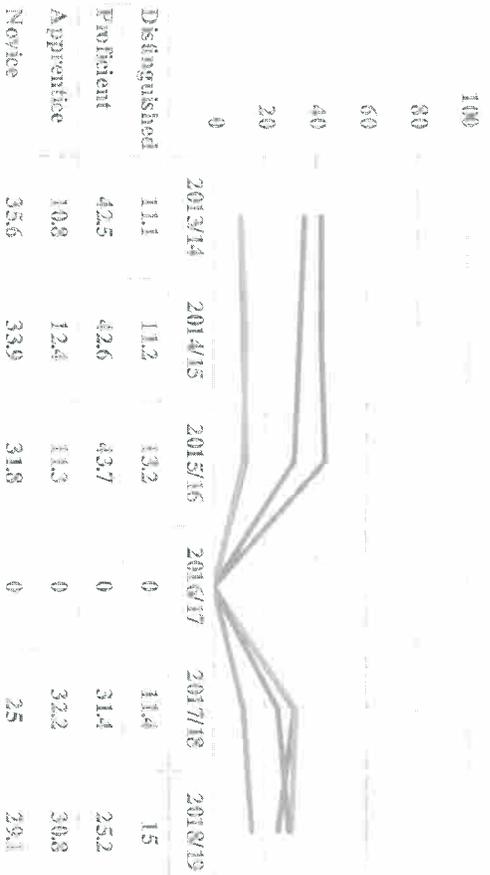
Distinguished

Proficient

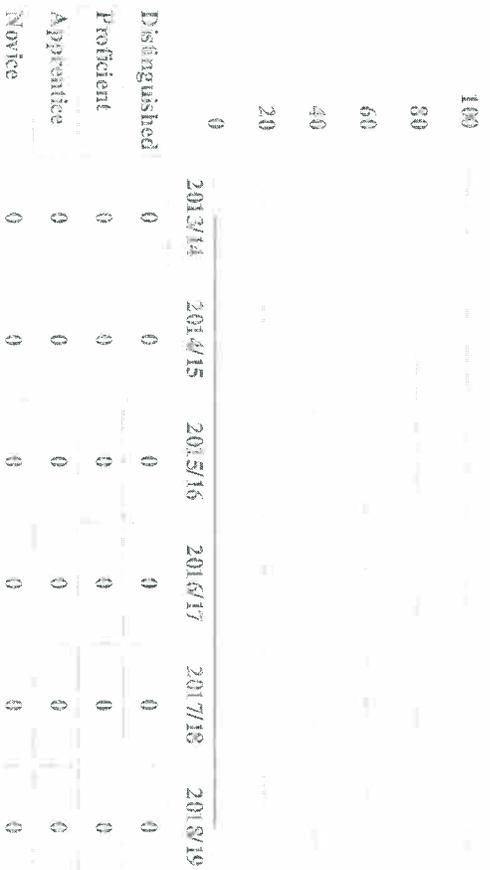
Apprentice

Novice

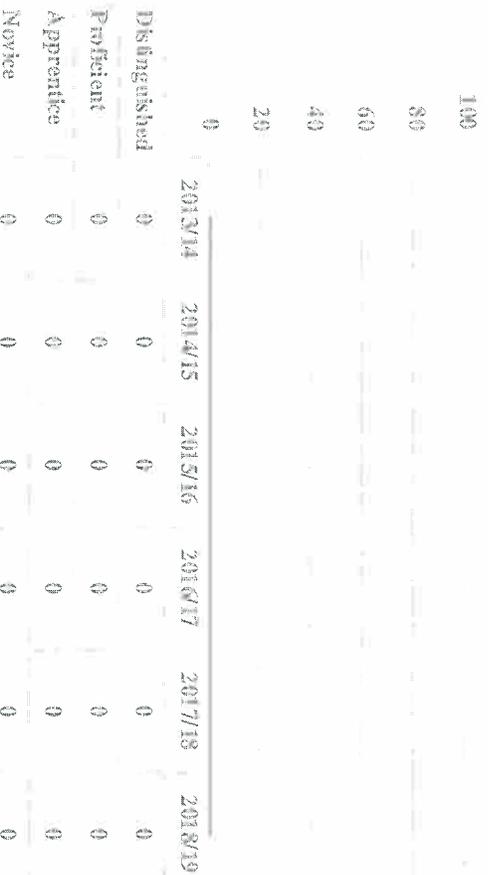
White



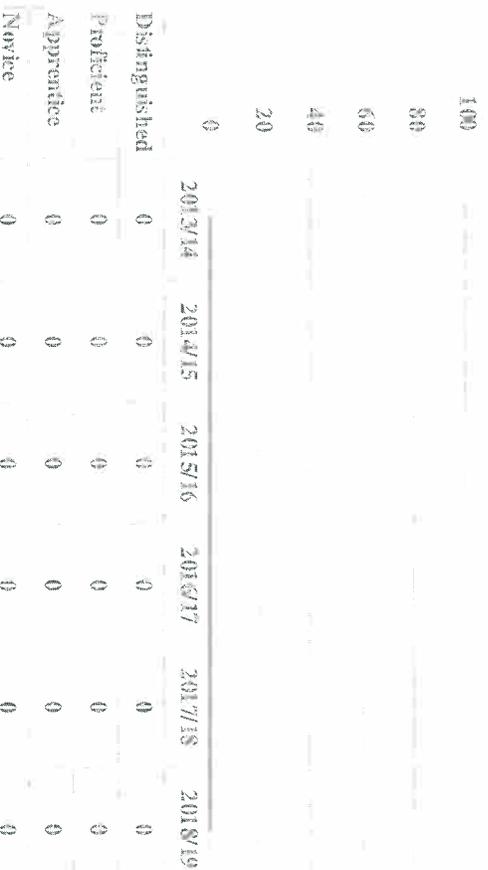
African American



Hispanic



Two or More Races

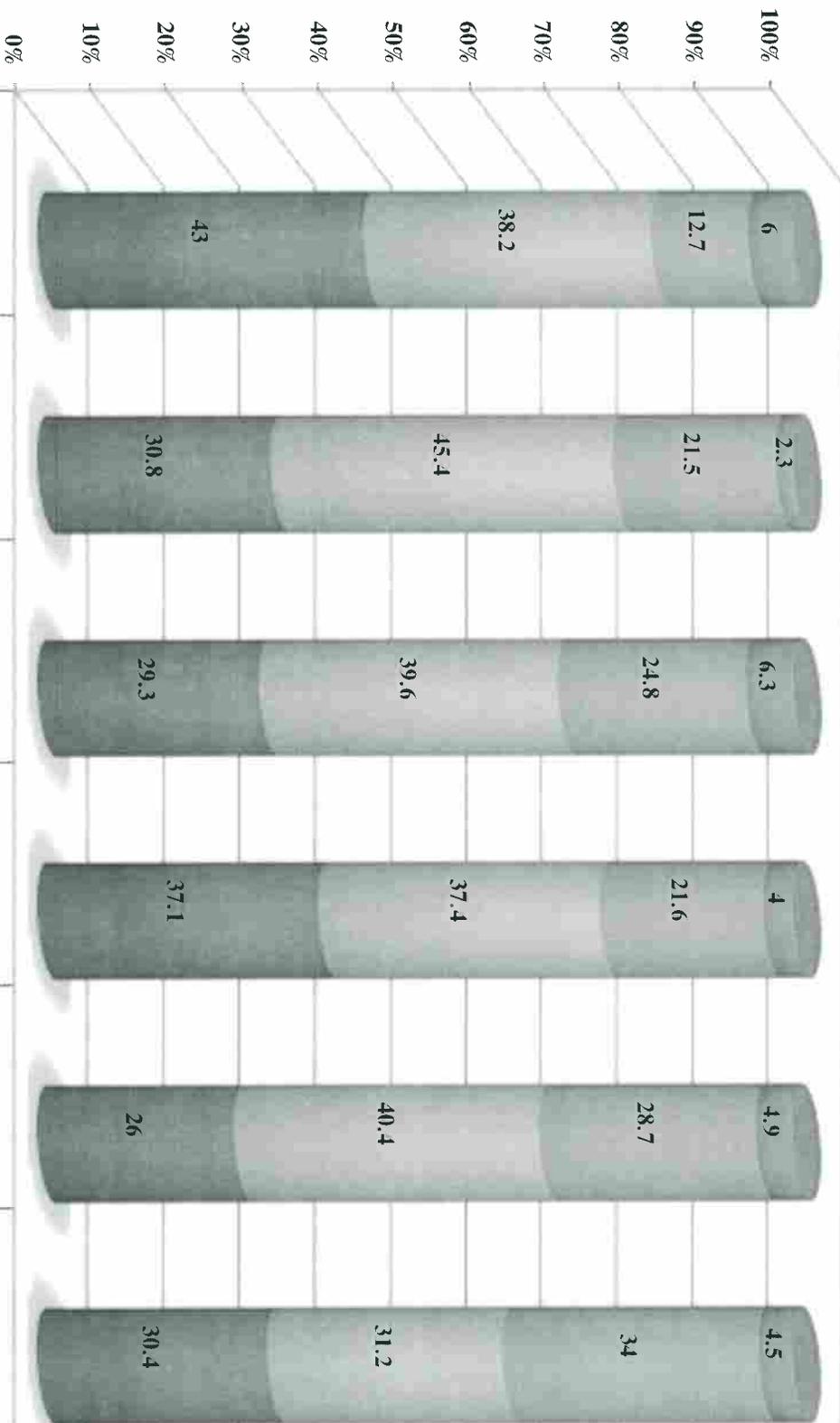


Whitley County High School

Math—% NAPPD

Distinguished Proficient Apprentice Novice

Math Performance Level % - All Students



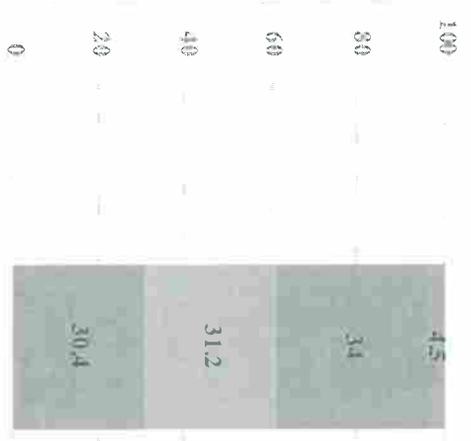
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
■ Distinguished	6	2.3	6.3	4	4.9	4.5
■ Proficient	12.7	21.5	24.8	21.6	28.7	34
■ Apprentice	38.2	45.4	39.6	37.4	40.4	31.2
■ Novice	43	30.8	29.3	37.1	26	30.4

Whitley County High School

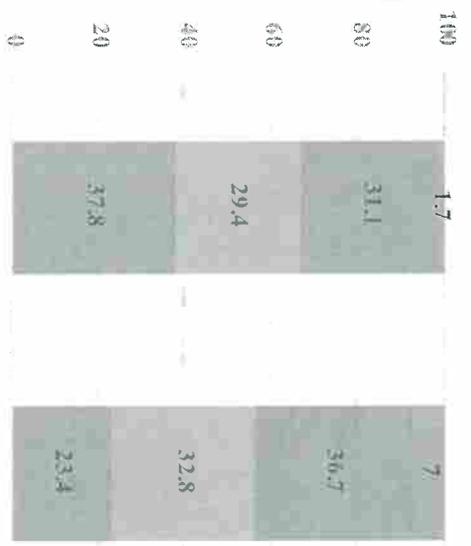
Math—Groups 2018/19

Distinguished Proficient Apprentice Novice

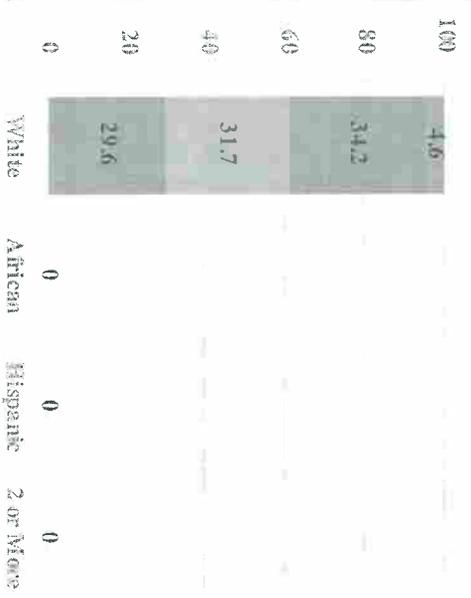
All Students



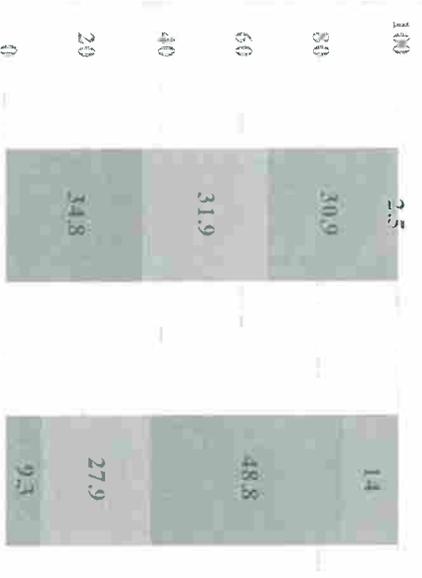
Female / Male



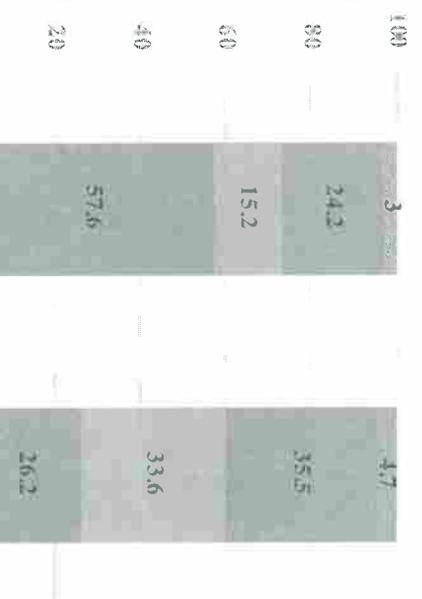
Ethnicity



Economically Disadvantaged



Disability



English Language Learners



Whitley County High School

Math—Group Trends

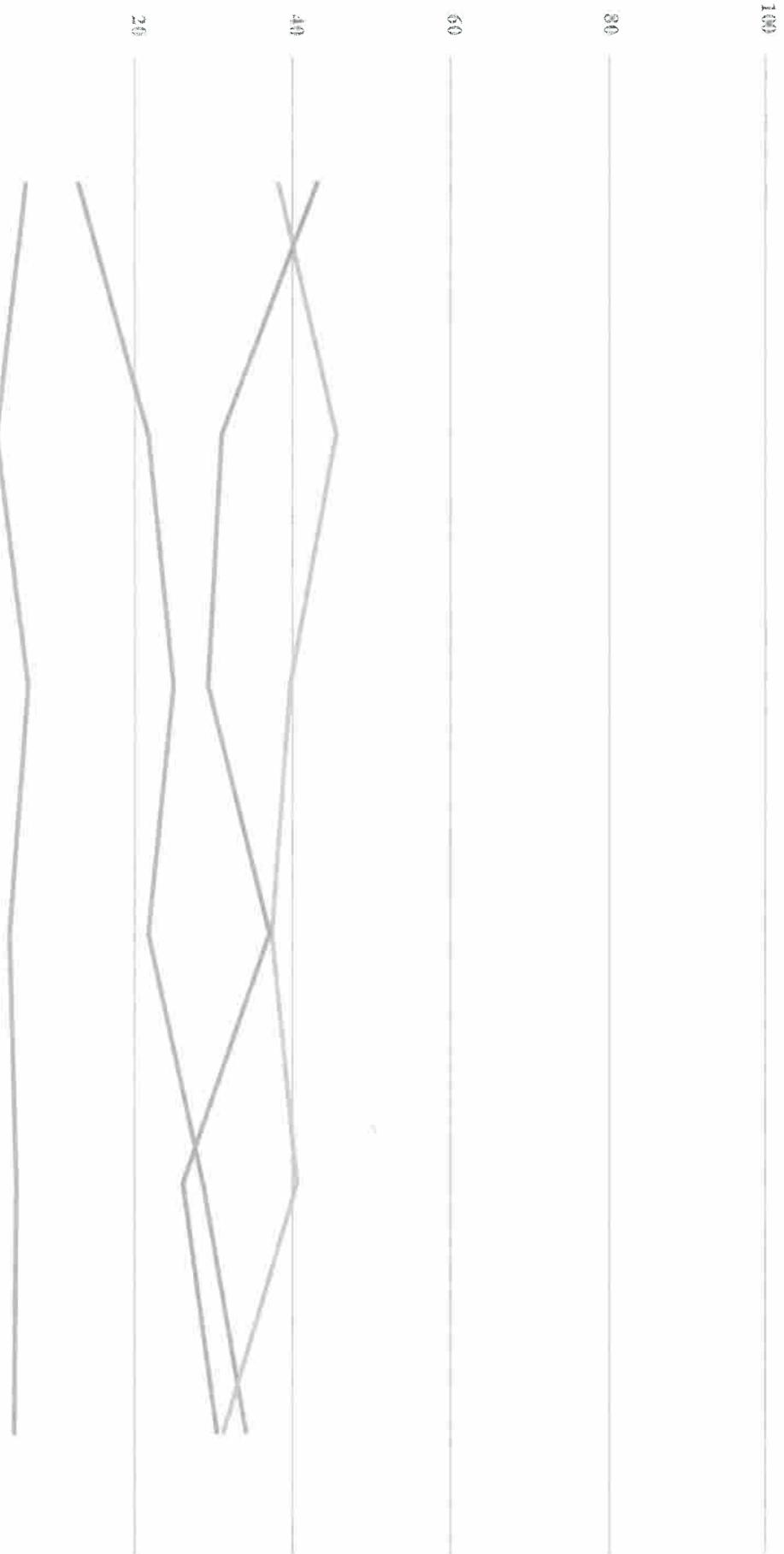
Distinguished

Proficient

Apprentice

Novice

All Students



Whitley County High School

Math—Group Trends

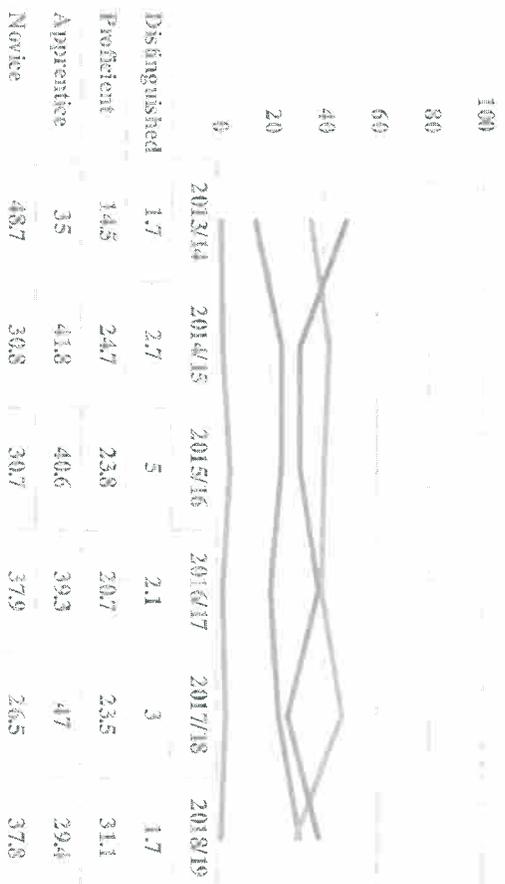
Distinguished

Proficient

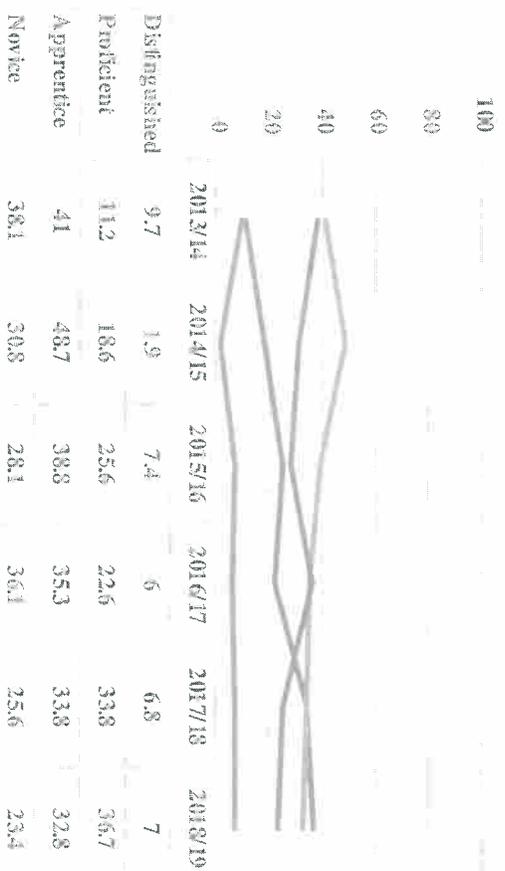
Apprentice

Novice

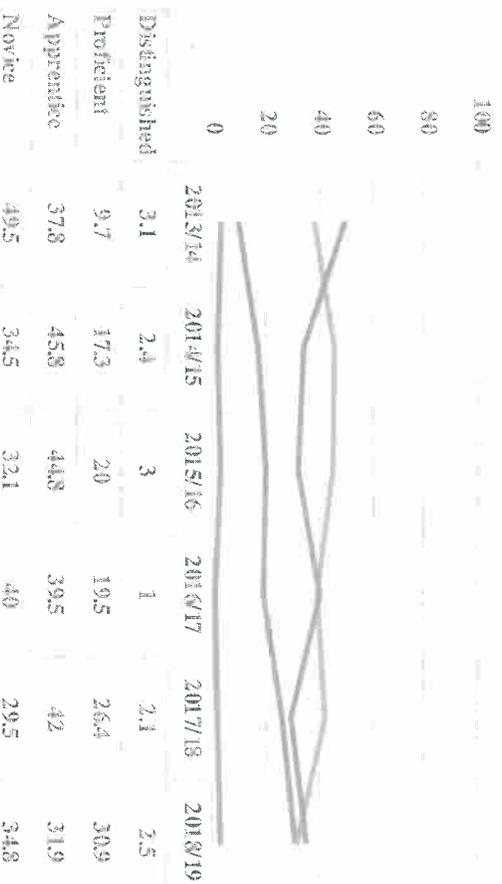
Female



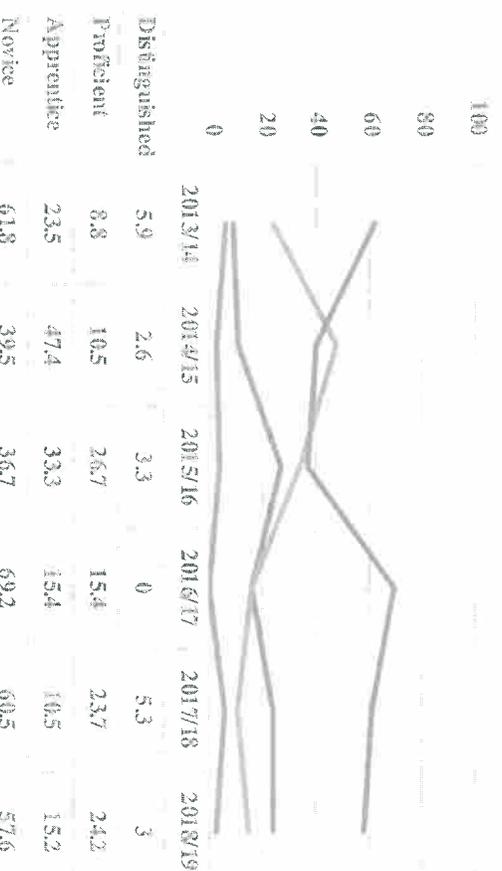
Male



Economically Disadvantaged



Disability



Whitley County High School

Math—Group Trends

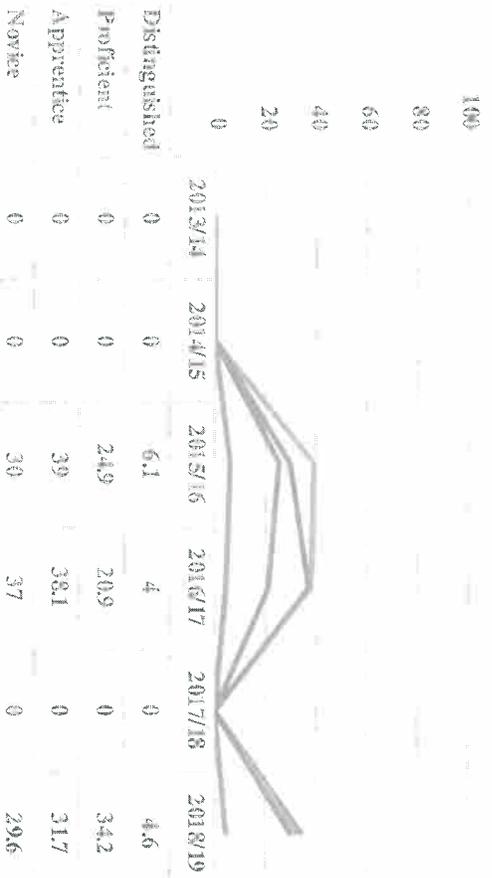
Distinguished

Proficient

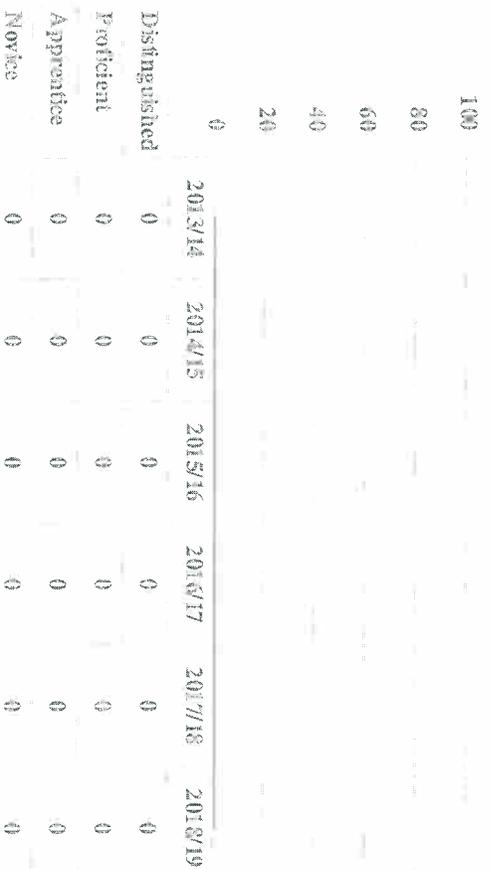
Apprentice

Novice

White



African American



Hispanic



Two or More Races

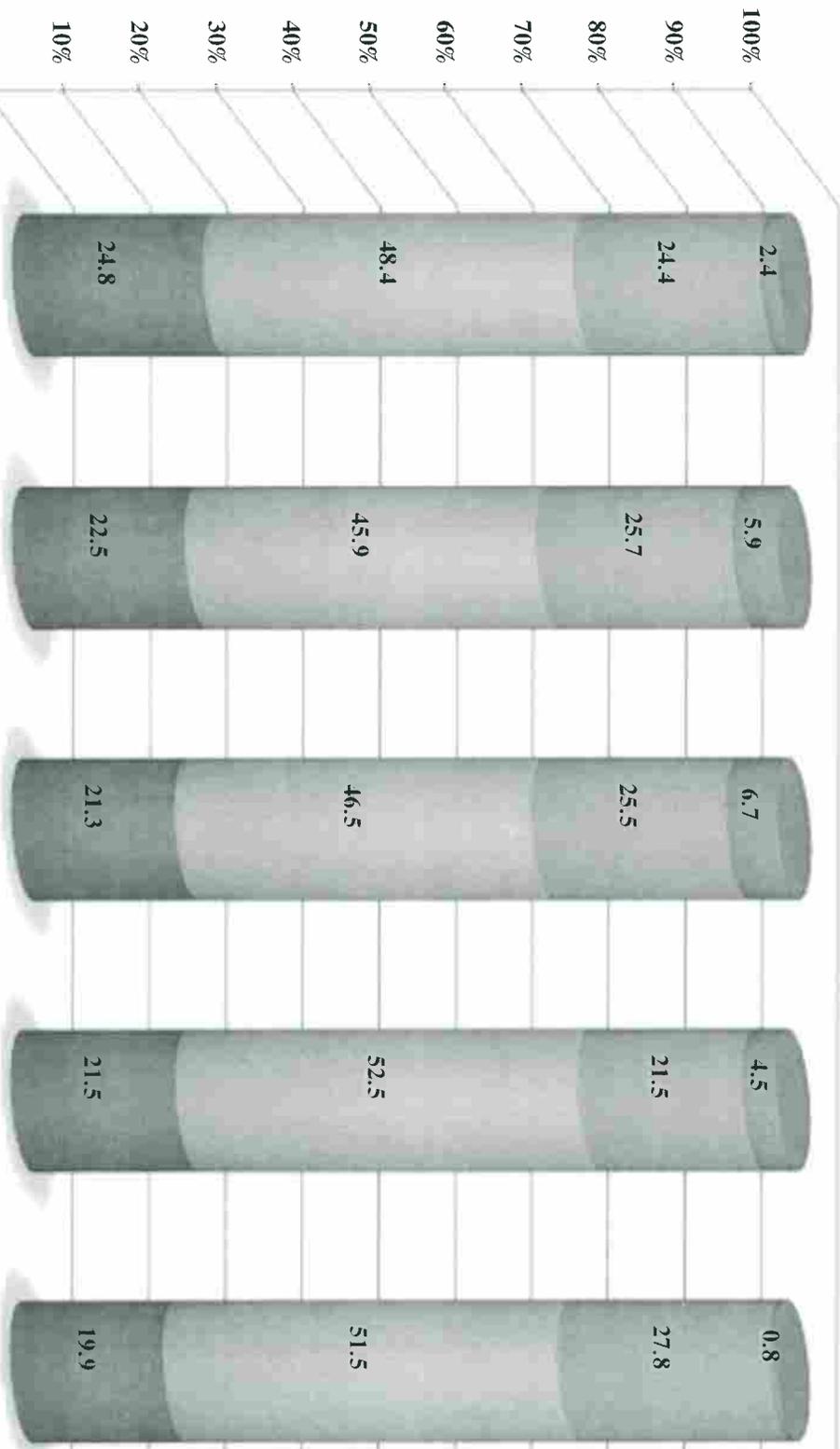


Whitley County High School

Science—% NAPPD

Distinguished Proficient Apprentice Novice

Science Performance Level % - All Students



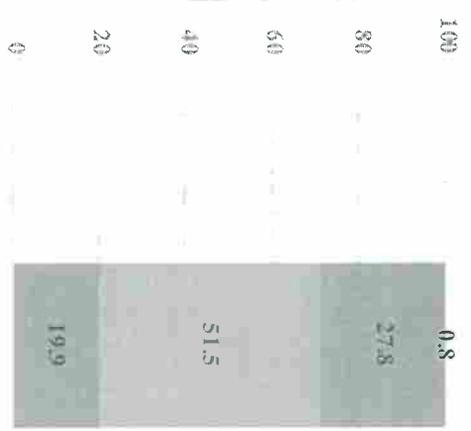
	2014/15	2015/16	2016/17	2017/18	2018/19
■ Distinguished	2.4	5.9	6.7	4.5	0.8
■ Proficient	24.4	25.7	25.5	21.5	27.8
■ Apprentice	48.4	45.9	46.5	52.5	51.5
■ Novice	24.8	22.5	21.3	21.5	19.9

Whitley County High School

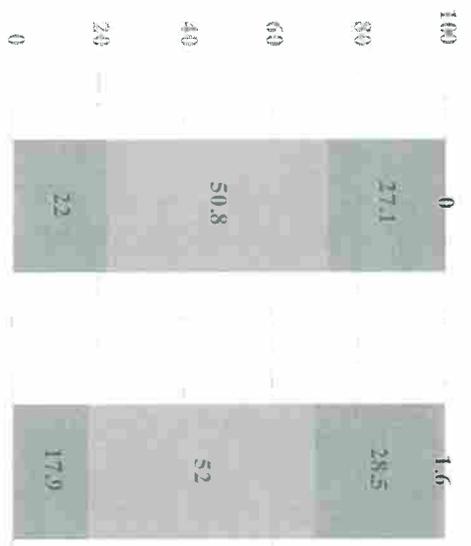
Science—Groups 2018/19

Distinguished Proficient Apprentice Novice

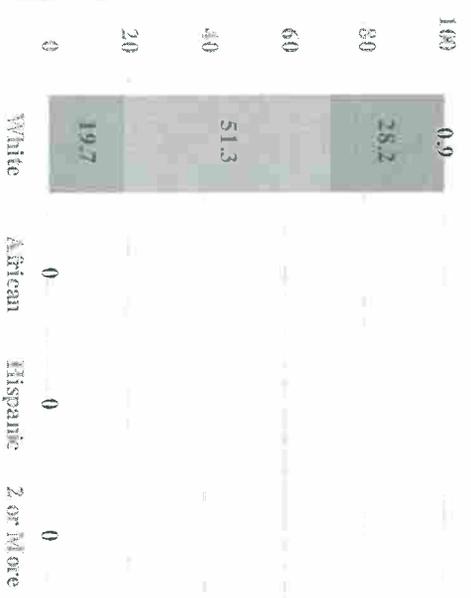
All Students



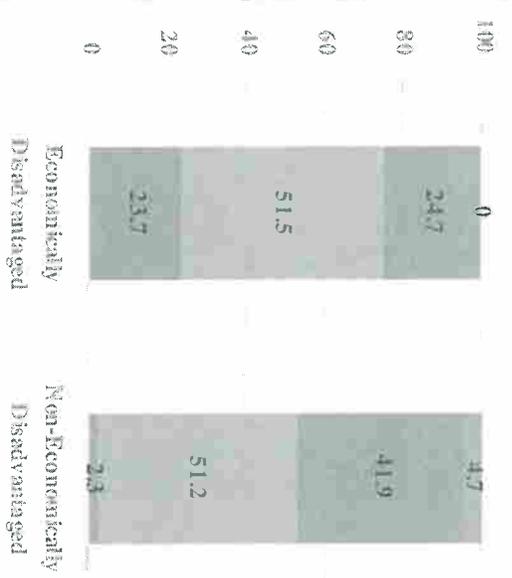
Female / Male



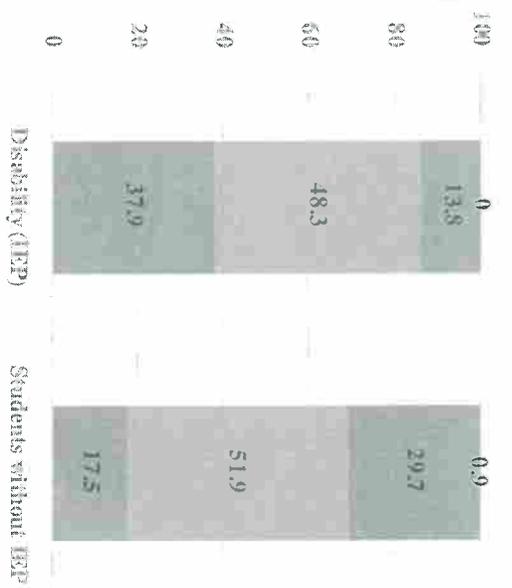
Ethnicity



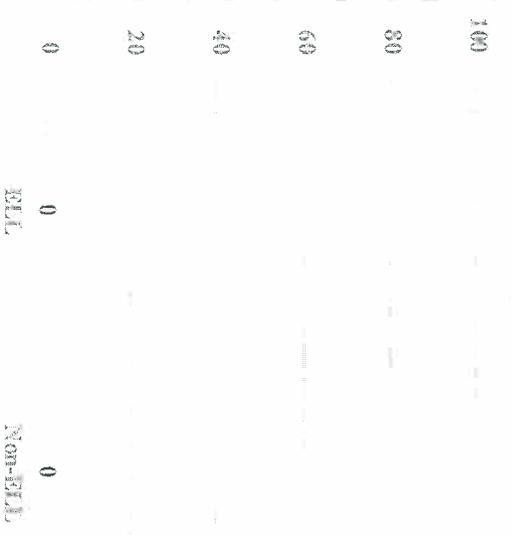
Economically Disadvantaged



Disability



English Language Learners



Whitley County High School

Science—Group Trends

Distinguished
Proficient
Apprentice
Novice

All Students



Whitley County High School

Science—Group Trends

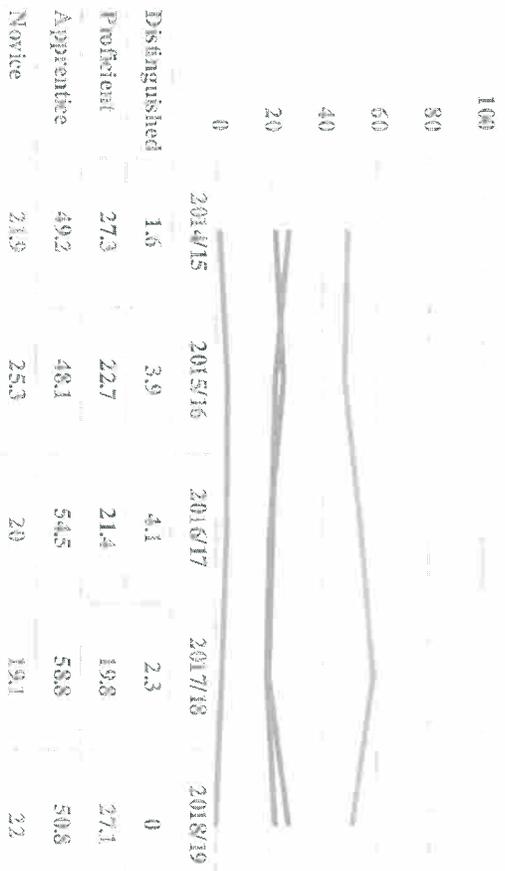
Distinguished

Proficient

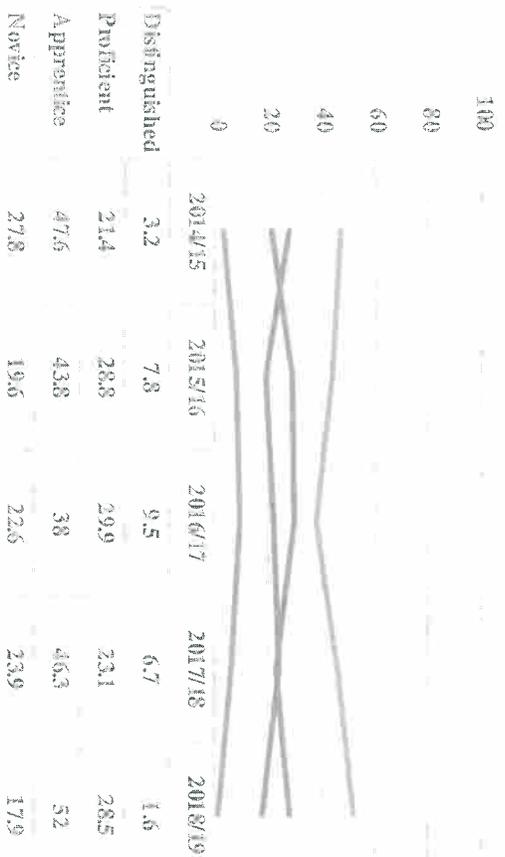
Apprentice

Novice

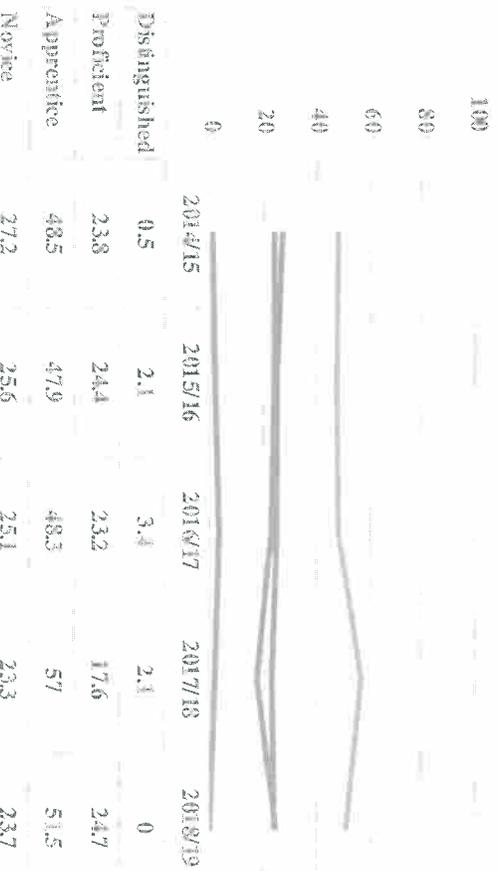
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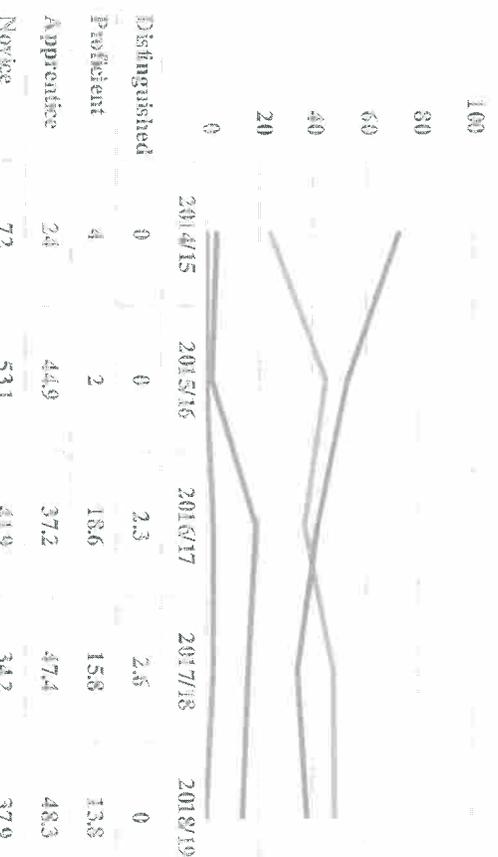
Male



Economically Disadvantaged



Disability



Whitley County High School

Science—Group Trends

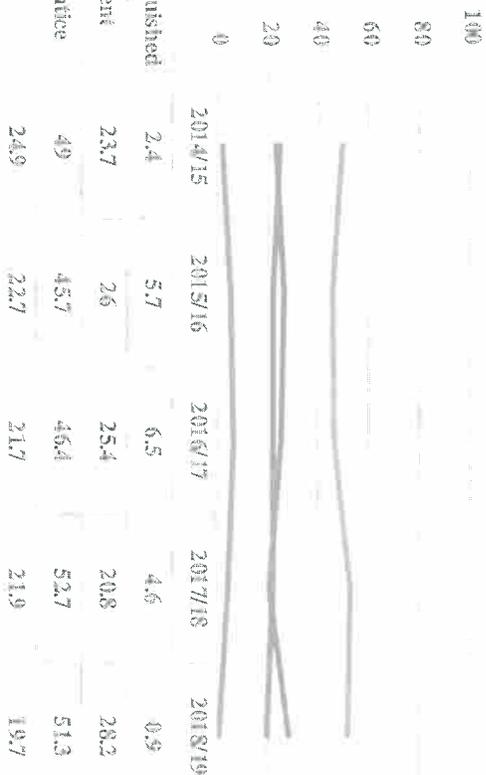
Distinguished

Proficient

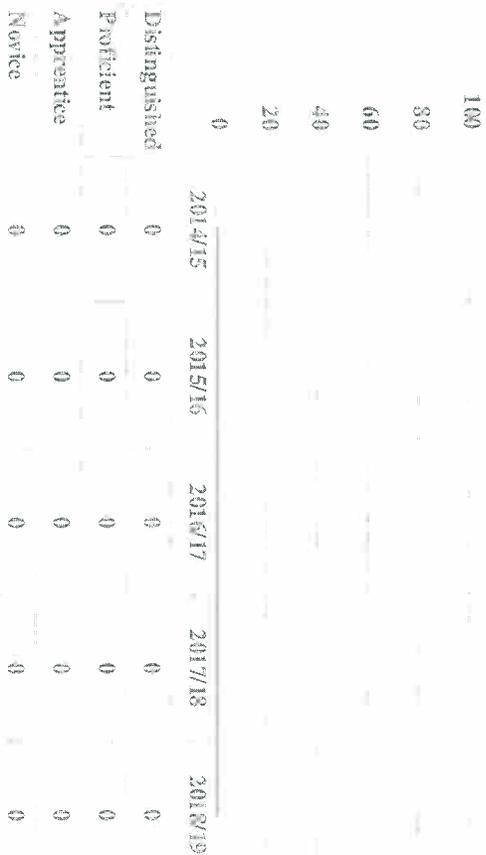
Apprentice

Novice

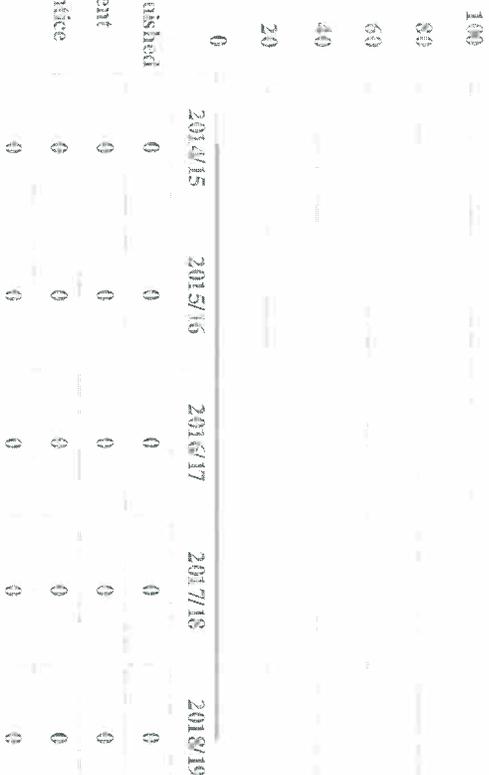
White



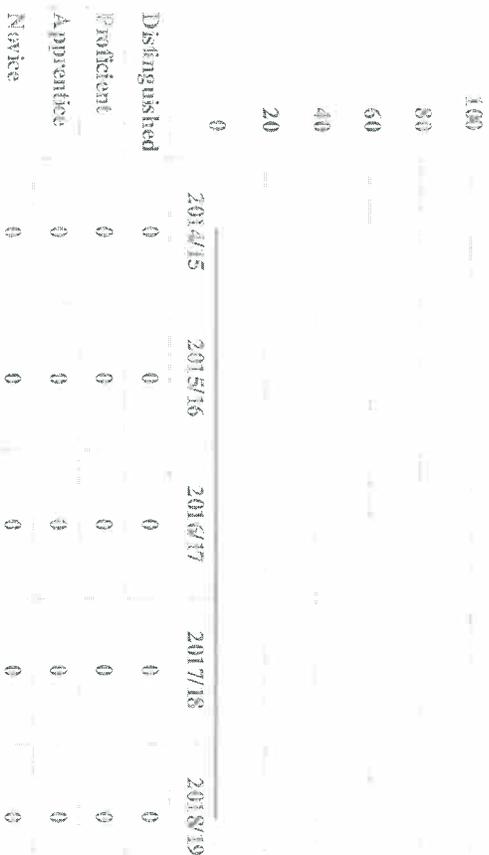
African American



Hispanic



Two or More Races

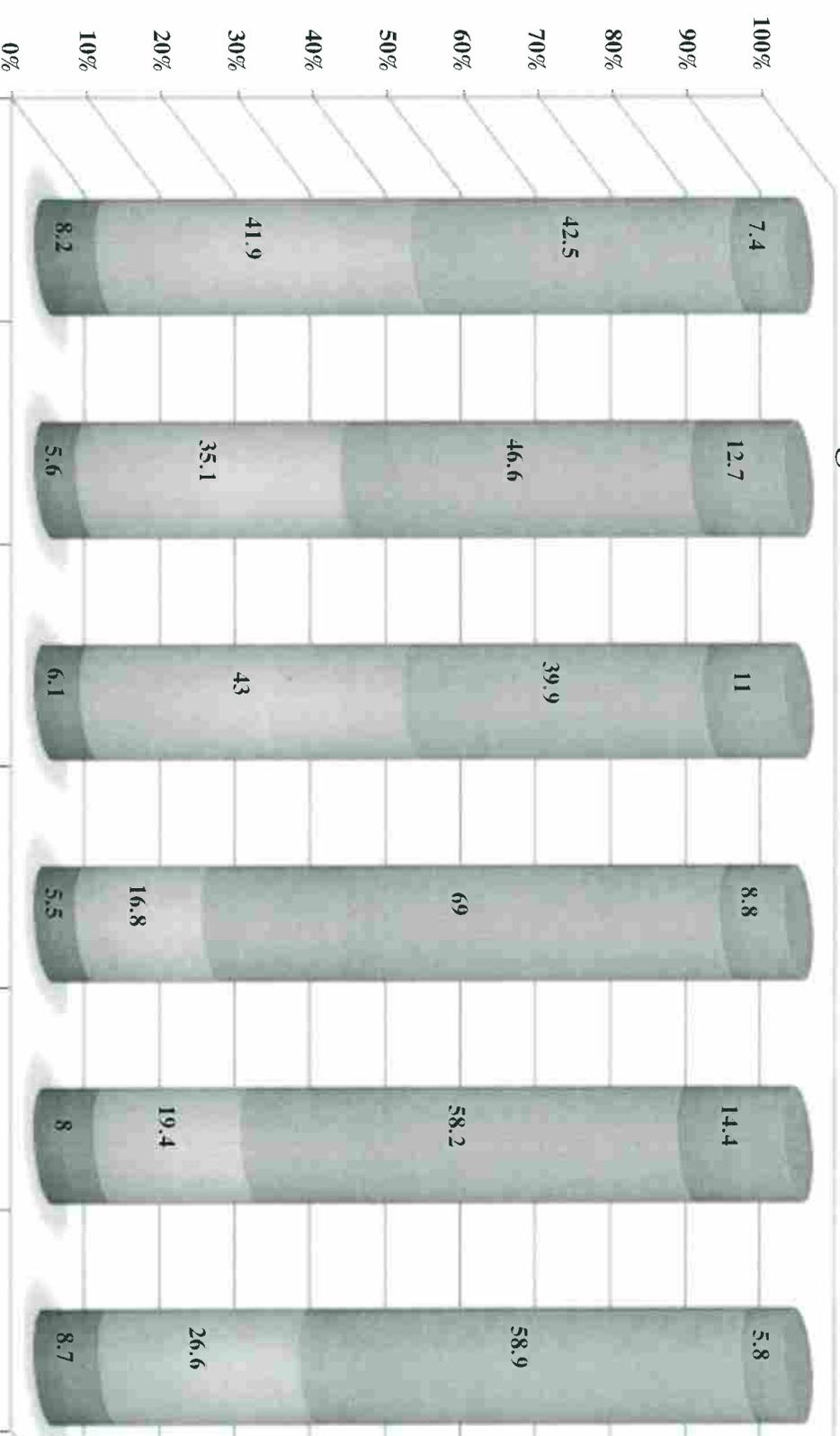


Whitley County High School

Writing—% NAPP

Distinguished Proficient Apprentice Novice

Writing Performance Level % - All Students



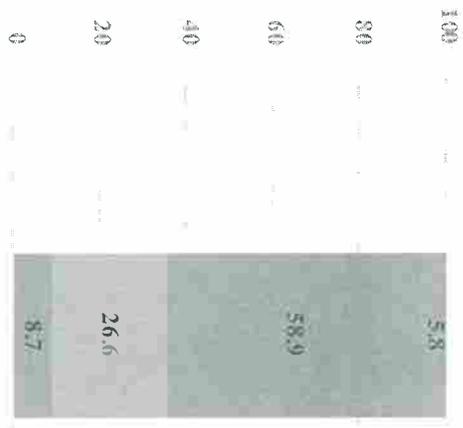
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Distinguished	7.4	12.7	11	8.8	14.4	5.8
Proficient	42.5	46.6	39.9	69	58.2	58.9
Apprentice	41.9	35.1	43	16.8	19.4	26.6
Novice	8.2	5.6	6.1	5.5	8	8.7

Whitley County High School

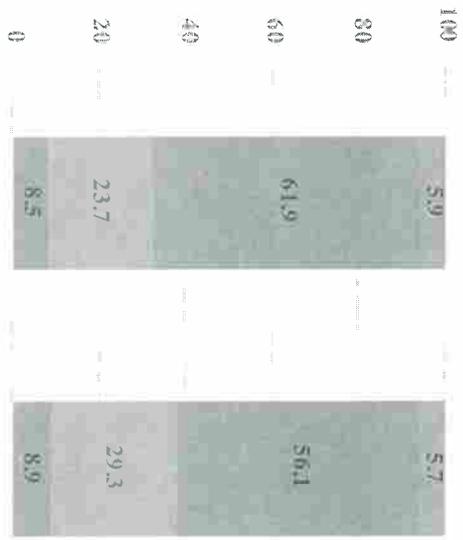
Writing—Groups 2018/19

Distinguished Proficient Apprentice Novice

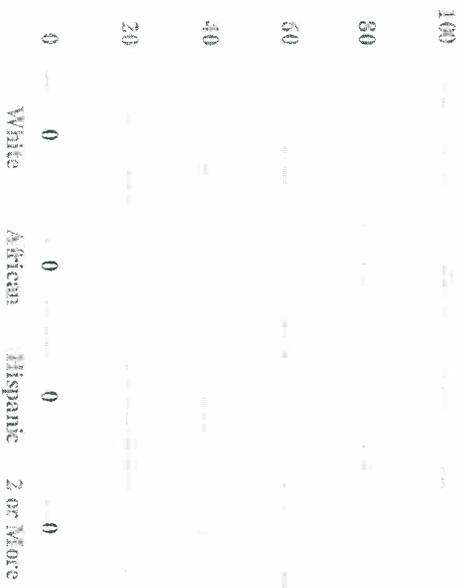
All Students



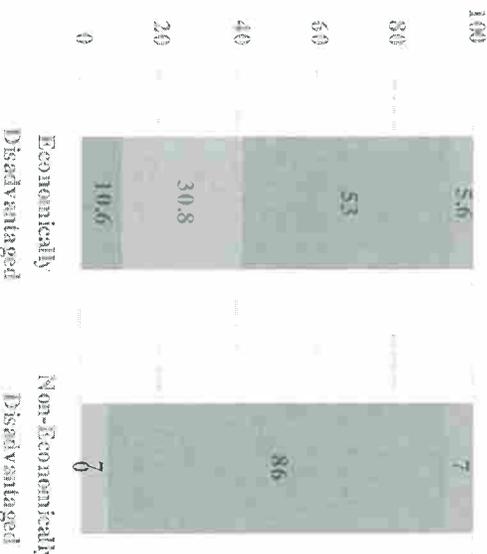
Female / Male



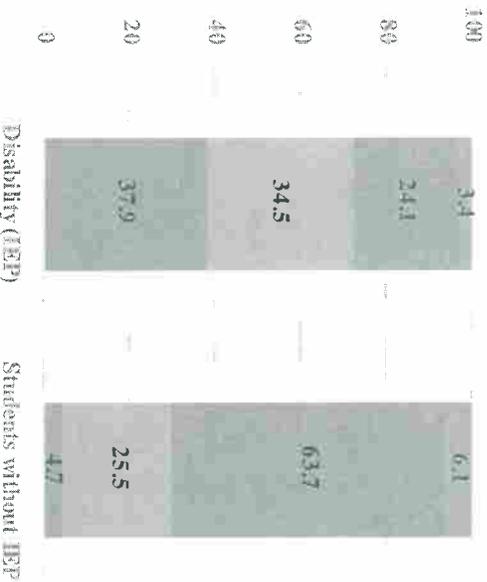
Ethnicity



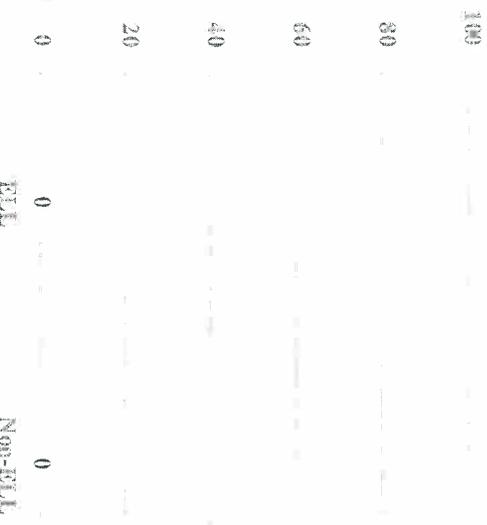
Economically Disadvantaged



Disability



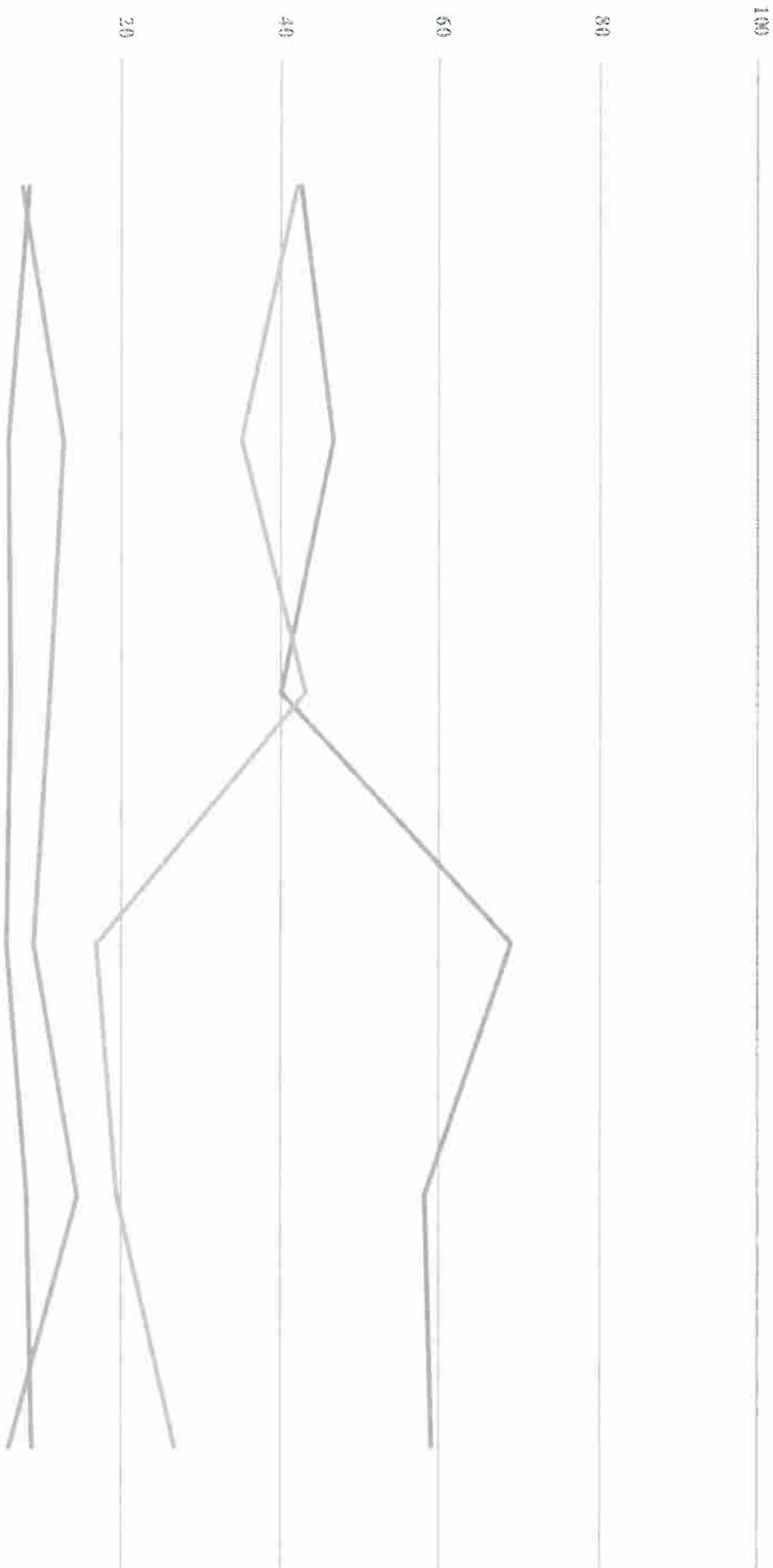
English Language Learners



Whitley County High School

Writing—Group Trends

All Students



Whitley County High School

Writing—Group Trends

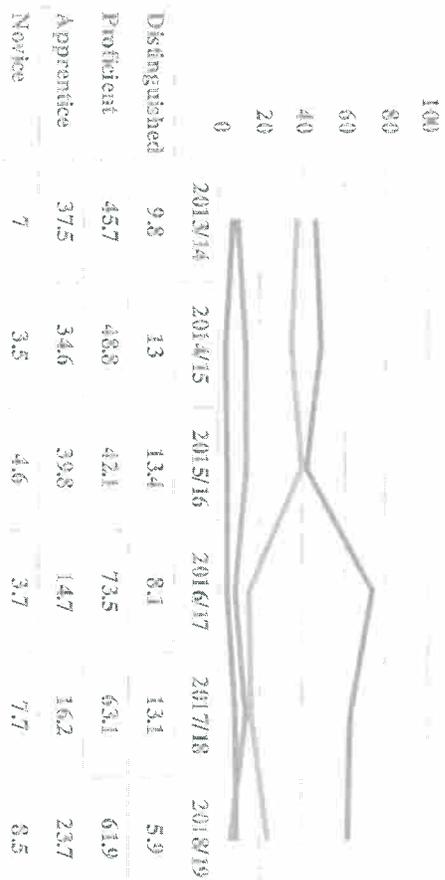
Distinguished

Proficient

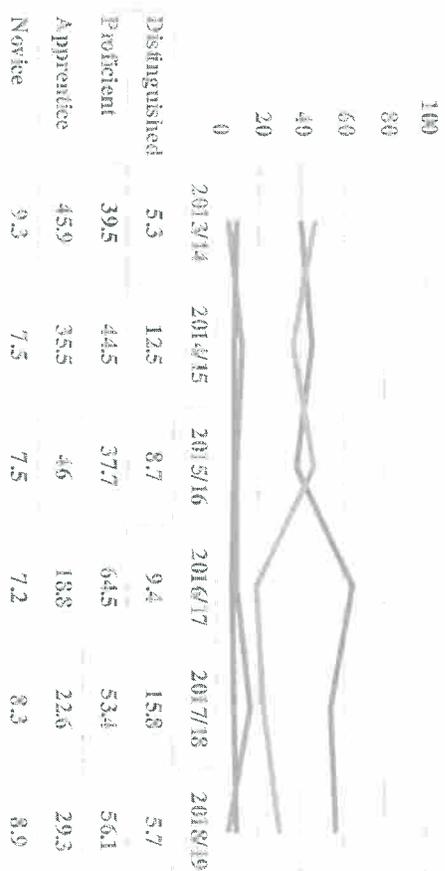
Apprentice

Novice

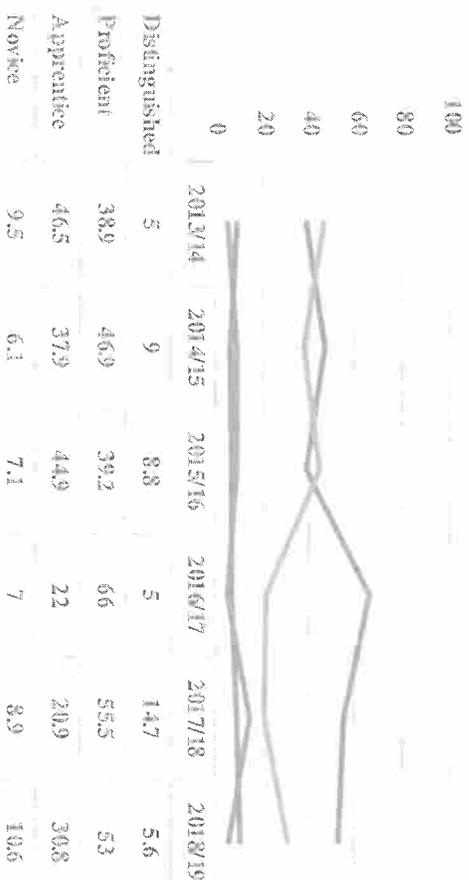
Female



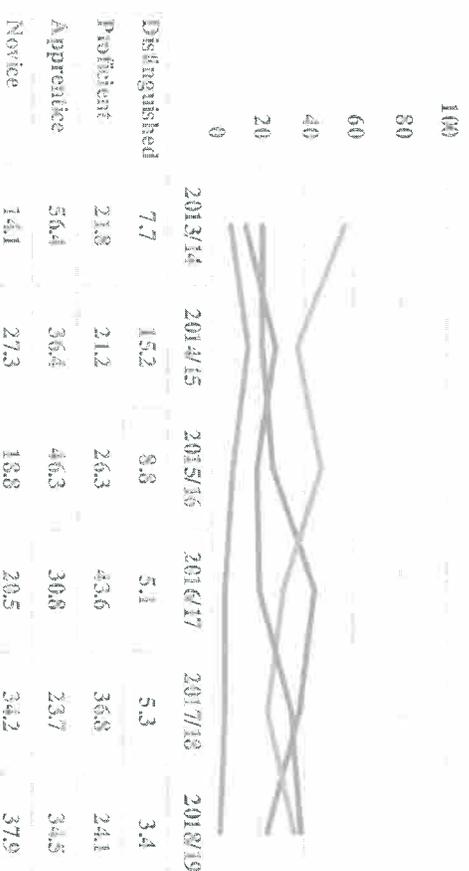
Male



Economically Disadvantaged



Disability



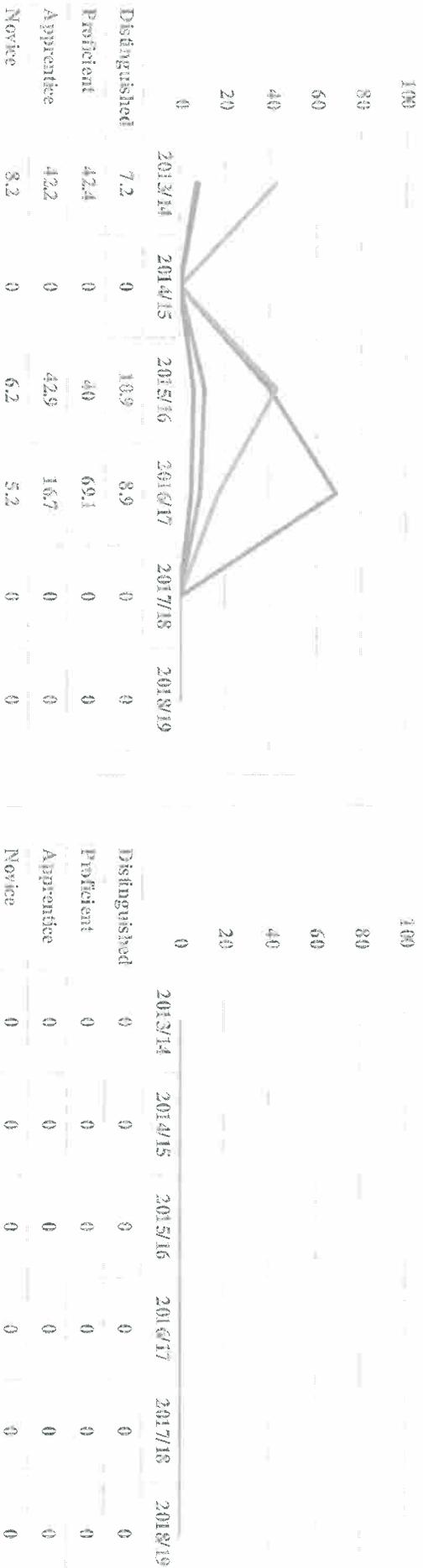
Whitley County High School

Writing—Group Trends

Distinguished Proficient Apprentice Novice

White

African American



Hispanic

Two or More Races

Year	Hispanic Distinguished	Hispanic Proficient	Hispanic Apprentice	Hispanic Novice	Two or More Races Distinguished	Two or More Races Proficient	Two or More Races Apprentice	Two or More Races Novice
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	0	0	0	0
2015/16	0	0	0	0	0	0	0	0
2016/17	0	0	0	0	0	0	0	0
2017/18	0	0	0	0	0	0	0	0
2018/19	0	0	0	0	0	0	0	0

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Whitley County High School
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/03/2019
Status: Locked

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

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

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

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Attachment Name

 19-20 Achievement Gap Group Identification

II. Achievement Gap Analysis

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

See attachment

ATTACHMENTS

Attachment Name

 Part II A - Climate and Culture

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

See attachment

ATTACHMENTS

Attachment Name

 Part II B - Analyzing Gap Trends

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

See Attachment

ATTACHMENTS

Attachment Name

 Part II C-G - ID Gap Groups and Content Areas

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

See Attachment

ATTACHMENTS

Attachment Name

 Part II C-G - ID Gap Groups and Content Areas

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

See Attachment

ATTACHMENTS

Attachment Name

 Part II C-G - ID Gap Groups and Content Areas

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

See attachment

ATTACHMENTS

Attachment Name

 Part II C-G - ID Gap Groups and Content Areas

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

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

See Attachment

ATTACHMENTS

Attachment Name

 Part II C-G - ID Gap Groups and Content Areas

III. Planning the Work

Closing the Achievement Gap Goals

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

See attachment

ATTACHMENTS

Attachment Name

 Part III - Gap Goal & Planning the Work

Closing the Achievement Gap

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

Step 2: Complete your findings and answers.

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

See Attachment

ATTACHMENTS

Attachment Name

 Part III - Gap Goal & Planning the Work

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 Achievement Gap Group Identification	19-20 Achievement Gap Group Identification	• I
 Part II A - Climate and Culture	Part II A - Climate and Culture	• II.A
 Part II B - Analyzing Gap Trends	Part II B - Analyzing Gap Trends	• II.B
 Part II C-G - ID Gap Groups and Content Areas	Part II C-G - ID Gap Groups and Content Areas	<ul style="list-style-type: none"> • II.C • II.D • II.E • II.F • II.G
 Part III - Gap Goal & Planning the Work	Part III - Gap Goal & Planning the Work	<ul style="list-style-type: none"> • III • III

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch = 751 out of 958	78.39%
Disability with IEP = 141 out of 958	14.72%

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

Whitley County High School, located in Williamsburg, Kentucky, currently serves 958 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High 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. According to the latest census data, 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 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% 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 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. 78.4% of our students qualify for free or reduced lunch. Another important fact is that our county has 24.1% of its population 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. Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age 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 Transition Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 10 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school, including our participation in the GEAR-UP program and Link Crew initiatives. 49.27% of our students are male and 50.73% are female. Our student body consists of 246 freshmen, 249 sophomores, 225 juniors, 230 seniors, and 8 non-diploma/grade 14 students. 14.72% of our learners are identified as students with disabilities.

In general, then, with a focus on a continuous improvement mindset, Whitley County High School maintains four foundational pillars for success: Students First, T.E.A.M = Together Everyone Achieves

More, Lead by Example, and Moving Our Community Forward. In addition, our Colonel P.R.I.D.E. acronym promotes the character builders of Purpose, Respect, Integrity, Determination, and Excellence not only within and for our students but that of our faculty/staff as well. In all things, we want our students, faculty and staff to exemplify and model those traits. WCHS is constantly improving the climate and culture for our students, faculty and staff despite the high-poverty, low socio-economic status in which our school is located and where our students live. Census data reveals that the mobility rate of our district is 6.56%. Our students with disabilities population makes up 14.72% of the student body and students of Free and Reduced status make up 78.39% of it.

As supported by the TELL KY 2017 results (most recent information), the following categories and percentages are a reflection of and directly impact our gap group of students as approximately 3 out of 4 of our students qualify for "Free or Reduced" lunch (78.39%). In addition, our SPED teachers' responses are intermingled within the TELL KY data, and because of this, the data points shared below paint a picture of WCHS from all the educators who work here.

In the "Time" section, 90.5% of teachers agreed that class sizes are reasonable such that teachers have the time available to meet the needs of all students. Also, 93.7% of teachers said they have time available to collaborate with colleagues. However, only 68.3% of teachers agreed that efforts are made to minimize the amount of routine paperwork teachers are required to do.

According to the "Facilities and Resources" section, 96.7% of teachers agreed they have access to reliable communication technology, including phones, faxes and email. 98.4% of teachers said they have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 91.9% of teachers agreed that they have sufficient access to a broad range of professional support personnel. In addition, 96.8% of teachers agreed the physical environment of classrooms in our school supports teaching and learning. Four years ago, we became a 1:1 school with Chromebooks for each of our students in grades 9 through 11. This year, we have included our seniors also. And since 96.7% of our teachers agreed that the reliability and speed of Internet connections in our school are sufficient to support instructional practices, this new technology available to EVERY student will assist in a variety of ways for interventions and differentiated instruction. In providing teachers what they need and do use each and every day in their teaching/instruction, it eliminates any potential barrier to having resources and supplies.

According to the "Community Support and Involvement" section, 90% of teachers agreed our school maintains clear two-way communication with the community and 88.9% of teachers agreed our school does a good job of encouraging parent/guardian involvement. 96.8% of our teachers said they provide parents/guardians with useful information about student learning. In addition, 90.2% of our teachers agreed our community members support them and contribute to their success with students and, overall, 88.5% of teachers agreed the community we serve is supportive of our school. All of this contributes to our vision of moving our school and community forward. Yet, only 68.9% of our teachers agreed that parents/guardians support teachers, contributing to their success with students. 80.6% of our teachers agreed that parents/guardians know what is going on in this school. To conclude, only 69.4% of our teachers agreed that parents/guardians are influential decision makers in our school. Clearly then, we must increase our efforts to involve parents/guardians in the educational process. To address these issues:

- We have an annual orientation for parents and students before school starts each August.
- Our 21st Century Colonels program offers parent/guardian activities throughout the year.
- Our SBDM Council is revising a parent/guardian engagement plan.
- Our YSC:
 - holds grandparent workshops for grandparents who are raising their grandchildren;
 - conducts home visits which allows connections with parents/guardians;
 - visits at-risk students and their parent/guardians.
- Our school has a community Thanksgiving meal with the entire community invited to attend.
- We have an annual Veteran’s Day program in which we invite local veterans to our school for breakfast and a school-wide assembly program to honor them.
- Our school holds various banquets, sports, clubs, and other extra-curricular activities inviting parents/guardians to support and watch the performances of their student(s).
- Our CTE programs have Advisory Committees which include program-related business members, parents, students, school administrators and program teachers.

Furthermore, according to the “Managing Student Conduct” section, 92.1% of teachers agreed that students understand expectations for their conduct and 87.1% of teachers agreed students follow rules of conduct. In addition, 88.9% of teachers said policies and procedures about student conduct are clearly understood by the faculty. Furthermore, 85.5% of teachers agreed school administrators support teachers' efforts to maintain discipline in the classroom. 82.5% of teachers consistently enforce rules for student conduct and 98.4% of teachers said faculty members work in a school environment that is safe. Overall, these numbers indicate a positive environment for both our students and faculty/staff. In fact, in looking at our student conduct reports in Infinite Campus, our discipline write-ups and behavior violations have dramatically decreased over the last four years as well.

The “Teacher Leadership” section is the lowest percentage of agreement of our teachers out of each sub-category listed from all of the TELL KY 2017 survey results. 80.6% of teachers agreed they are recognized as educational experts. According to the “School Leadership” section, 74.6% of teachers said they have a shared vision with leadership and 98.4% agreed they are held to high standards for delivering instruction. 96.8% of teachers agreed that our school leadership facilitates using data to improve student learning. 86.9% of teachers said they receive feedback that can help them improve teaching. Furthermore, teachers said school leadership makes a sustained effort to address their concerns regarding the following: facilities and resources (90.2%), the use of time in school (88.5%), professional learning (80.6%), teacher leadership (81.7%), community support and involvement (86.7%), managing student conduct (80.3%), instructional practices and support (86.9%) and new teacher support (89.1%). Data indicates improvement is needed to promote collaboration and trust among teachers, which will in turn lead to more productive and effective PLC Teams. However, only 62.9% of teachers agreed there is an atmosphere of trust and mutual respect in our school and only 65% of our teachers feel comfortable raising issues and concerns that are important to them. Only 69.8% of teachers agreed that the school leadership makes a sustained effort to address teacher concerns about leadership issues. This is an area marked for improvement and growth. Producing the most successful achievement results and positive school climate is a main goal. Regarding instruction for ALL of our students, what we do for our GAP students, GT students, and regular education students is what we need to do for ALL students; that is providing the most high quality instruction based on high leverage

practices, having high expectations for all students, and challenging all students to reach their personal best.

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

Based on analysis of our 2017-2018 and 2018-2019 KASC Trend Data Graphs, we have made progress to close the gap (Disability with IEP) in the following areas:

Writing Scores

- Apprentice = +7.9

Based on the same analysis, we have regressed in closing the gap (Disability with IEP) in the following areas:

Reading Scores

- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores

- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Writing Scores

- Distinguished = -2.4
- Proficient = -34.8
- Novice = +29.2

Science Scores

- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

Based on the same analysis, we lacked progress in the following gap (Disability with IEP) areas:

There was either progress or regression in each category.

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

Based on analysis of our 2017-2018 and 2018-2019 KASC Trend Data Graphs, we have made progress to close the gap (Disability with IEP) in the following areas:

Writing Scores

- Apprentice = +7.9

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

Based on the same analysis, we have regressed in closing the gap (Disability with IEP) in the following areas:

Reading Scores

- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores

- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Writing Scores

- Distinguished = -2.4
- Proficient = -34.8
- Novice = +29.2

Science Scores

- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

Based on the same analysis, we lacked progress in the following gap (Disability with IEP) areas:

There was either progress or regression in each category.

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

Our professional development plan and extended school services plan are directly linked to closing the gaps in achievement. Since 3 out of every 4 of our students fall in to the gap group (free/reduced lunch and students with IEP), everything we do regarding achievement impacts them.

The following are some strategies that were implemented to help close the achievement gap in our professional learning sessions (i.e. opening professional development sessions, FLEX training days, and within PLC team meetings): teachers and administrators analyze student achievement by gap groups, identify non-cognitive data, define and share instructional best practices, and create the master schedule by determining staff strengths to best serve identified students. Also, we analyze student achievement by SPED gap relative to state assessment data and a local monitoring process. We identify non-cognitive data such as attendance, behavior, and retention through collaborative planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions. We encourage the use of instructional best practices by all teachers through instructional shares at PLC team meetings. Principals complete walk-throughs according to a specific schedule and we provide feedback via google form to teachers. Teachers consult with district coaches/experts to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan. In addition, teachers refer students who are failing, falling behind, or at risk of either to the before-school and/or after-school tutoring opportunities and contact parents/guardians about the referral. The trimester curriculum maps and standards, along with lesson plans, not only document content covered but also serve as a guide to ensure teachers are on pace to cover required content throughout the instructional year. These maps, in addition to common assessments, are aligned and revised as PLC teams meet during common planning time.

In addition, we carefully examine gap groups, including the performance of students with disabilities compared to that of regular education students and males and females subgroups. We continue to peruse the individual student reports from state assessments, CERT data, and common classroom assessments to determine trends for weaknesses and improvement areas in content. Next, we refine our instructional strategies to pinpoint and address those areas of needs. As necessary, we schedule content-specific professional learning for our collaborating, resource and regular education teachers.

Further, to increase achievement among our special needs population, we have implemented several additional strategies. Our SPED teachers have specified intentional and targeted professional learning opportunities with district-wide implementations of IEP Guidance Documentation and Records and Review Training and Co-Teaching Training. WCHS offers collaboration or resource classes for core content classes (English, math, and science). Special needs students are grouped for testing according to their accommodations and tested by a teacher who is familiar with each student. Progress monitoring is conducted according to district and school guidelines. SPED teachers collaborate with each other and with regular education teachers. SPED students utilized Chromebooks with support programs and apps which were specifically chosen to suit each student's needs. Our teachers received training to utilize new technology/software on the Chromebooks, such as Mastery Prep, CERT and more.

Our study skills teachers utilize myON, a personalized literacy environment that incorporates a learning platform, digital reading content, daily news articles written for students, No Red Ink, READ 180, the Lexile Framework for Reading, literacy tools, and embedded metrics to monitor activity and growth. Our SPED teachers use CERT growth updates and reports that included new product names, report

names, and other resources that are available, and relevant content including helpful tips and tools. We have added specific intervention courses for reading, English, and math.

According to the “Professional Development” section, 91.9% of teachers agreed an appropriate amount of time is provided for professional development, while 96.4% said professional learning opportunities are aligned with the school's improvement plan. 91.9% of teachers agreed they are encouraged to reflect on their own practice. In addition, 92.7% of our professional learning offerings are data driven. However, only 77% of teachers agreed that professional learning is differentiated to meet the needs of individual teachers. And 70.5% of teachers agreed that follow up is provided from professional learning. In our current CSIP in order to address professional learning needs associated not only with high poverty, low socio-economic status students, but to differentiate and individualize trainings in closing the achievement gaps we have identified. According to the “Instructional Practices and Support” section, 98.3% of teachers said they use assessment data to inform their instruction. Also, 96.7% of teachers said they work in PLCs to develop and align instructional practices. While 93.5% of teachers said they are encouraged to try new things to improve instruction, 96.8% of teachers said they teach curriculum aligned with KAS. Yet, only 85% of teachers agreed that provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.

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

To begin with, the per capita income in the past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Over 78% of our students qualify for free or reduced lunch. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age 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). Although our teachers try to reach all parents/guardians by phone, email, Remind app, messages sent directly via student, and/or direct mail, some are not available and/or readily accessible regarding their child's academic progress. In addition, we have a high population of students with IEPs at 14.72%. Beyond the annual ARC review, parental interest in student achievement does not seem to be a priority of some parents/guardians. An issue facing our gap students is poor attendance. Attendance of students with IEPs is much lower than that of regular education students. Homebound and alternative school students who have an IEP tend to score much lower than regular education students who are also homebound or are at our alternative school. Regarding the testing environment for our gap students, the testing sessions may last much longer for students with IEPs, interruptions during these extended sessions come into play with the continuation of the school day, and testing fatigue is often an issue. In addition, the difference in ACT-approved and state-approved accommodations puts our students at a disadvantage given that during the regular school day they have access to more accommodations than they do during accountability testing sessions.

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

The data gathering and data disaggregation process was conducted by PLC team leaders and their team members and shared with our SBDM Council. Our teams analyzed assessment data to determine the needs of our school. Recent assessment results and the school report card were the primary sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports, such as CERT data, in order to identify objectives, strategies, and activities for our plan. We analyzed state test scores to develop specific strategies and activities which are outlined in our CSIP to target identified growth and improvement areas. Our Administrative Team and PLC Teams provided input as we refine our curriculum, employ research-based instructional practices/strategies and implement practice assessments in our core content area courses. In addition, PLC Team Leaders met weekly with the Administration Team to discuss/revise/update curriculum, instruction, and common assessment data. Team members turned in curriculum maps and parent/guardian contact logs. PLC Teams met to ensure the latest instructional information was being shared with all team members and placed on shared Google Drives for constant updates to “living documents.” The priority focus at all meetings is on student achievement. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the process and evaluation of our CSIP. We involved every faculty member to implement, review, and evaluate the strategies and activities included in our plan. We strive to reach these subgroups of students in order to close the achievement gaps and successfully reach our goals.

Bob Lawson, Principal

Amanda Croley, Asst. Principal at Freshman Academy

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Margie Centers, FRYSC Director & Advisory Council

Angela Wilson, Gear Up Academic Specialist

PLC Leaders:

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies

Krysti Conlin – Practical Living/Career Studies, CTE

Wayne Hensley - Visual & Performing Arts

Joy Williams & Jennifer Smith - English/Language Arts

Jarred Earnest - Science

Site-Based Decision Making Council:

Bob Lawson, Principal

David Halcomb, Teacher

Brian Logan, Teacher

Britney Faulkner, Teacher

Darlene Jones, Parent Representative

Kim Bennett, Parent Representative

Stacey Estes, WCHS PTO

Alex Housley, WCHS PTO

Whitley County High School Faculty

District Support Staff:

Paula Rickett, Deputy Superintendent, DAC, Title 1 Director, K-8 Instructional Supervisor

Heather Stewart, Instructional Coach

Kim Creekmore, Professional Development Coordinator & Instructional Coach

Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach

Laurel Bowlin, Instructional Coach

Measurable Gap Goal	Objective	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
			<p>A: Analyze ACT, CERT, No Red Ink, common assessments, Mastery Prep and other student achievement data by gap groups to modify instructional practices.</p> <p>B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.</p> <p>C: Analyze data from the 2017 TELL KY Survey to identify and address non-cognitive teaching and learning barriers.</p> <p>D: Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.</p> <p>E: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction.</p>	<p>PLC – Tls; Sped Teachers</p> <p>Principals; Counselors; DPP; YSC Director</p> <p>Principals</p> <p>YSC Director; McKinney Veto Liaison; DPP; Counselors; Principals</p> <p>Principals; PLC – Tls; Sped Teachers; Counselors; Gear-Up Coordinator</p>	<p>District Report Card, CERT Reports, Pearson Reports, Mastery Prep Data, District Reports</p> <p>School Report Card, Pearson reports, CERT reports, ACT reports</p> <p>TELL KY Survey</p> <p>YSC, IC Reports, Attendance Intervention Records, 15 Days Report</p> <p>ACT Reports, CERT Reports, Assessment Data</p>	<p>No Funding</p> <p>No Funding</p> <p>No Funding</p> <p>No Funding</p> <p>No Funding</p>
	Objective 1: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished	1. Review, Analyze, and Apply Data		Principals, District PD Coordinator	IEP Request, IEP	No Funding

<p>on reading from 17.9 to 21.6 by June 30, 2020.</p>	<p>B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 4th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)</p> <p>C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.</p> <p>D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.</p> <p>E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).</p> <p>A: Analyze ACT, CERT, common assessments, and other student achievement data by gap groups to modify instructional practices.</p>	<p>Sped Teachers; Counselors</p> <p>21st Century Site Coordinator</p>	<p>Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports</p>	<p>No Funding</p>
<p>2. Design, Align, and Deliver Support</p>	<p>21st Century Site Coordinator</p>	<p>21st Century Schedules, Reports, Sign-In Sheets</p>	<p>\$95,000 - 21st Century</p>	<p>No Funding</p>
<p>3: By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to</p>	<p>Sped Teachers; Counselors; Principals</p> <p>21st Century Site Coordinator</p>	<p>SPED Documentation, Gear-Up Reports</p> <p>Sign-Up & Sign-In Sheets</p>	<p>No Funding</p>	<p>No Funding</p>

	<p>B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.</p>	<p>Principals; Counselors; DPP; YSC Director</p>	<p>School Report Card, Pearson reports, CERT reports, ACT reports</p>	<p>No Funding</p>
<p>I. Review, Analyze, and Apply Data</p>	<p>C: Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.</p>	<p>YSC Director; McKinney Veto Liaison; DPP; Counselors; Principals</p>	<p>YSC, IC Reports, Attendance Intervention Records, 15 Days Report</p>	<p>No Funding</p>
	<p>D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction.</p>	<p>Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator</p>	<p>ACT Reports, CERT Reports, Assessment Data</p>	<p>No Funding</p>
<p>Objective 2: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 27.3 to 30.6 by June 30, 2020.</p>	<p>A: Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.</p>	<p>Principals; District PD Coordinator; PLC- TLs</p>	<p>PD Requests, PD Certificates/Sign-In Sheets</p>	<p>No Funding</p>
	<p>B: Provide math intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)</p>	<p>Sped Teachers; Counselors</p>	<p>Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports</p>	<p>No Funding</p>

	<p>2. Design, Align, and Deliver Support</p>	<p>C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.</p>	<p>21st Century Site Coordinator</p>	<p>21st Century Schedules, Reports, Sign-In Sheets</p>	<p>21st Century</p>
		<p>D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.</p>	<p>Sped Teachers; Counselors; Principals</p>	<p>SPED Documentation, Gear-Up Reports</p>	<p>No Funding</p>
		<p>E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).</p>	<p>21st Century Site Coordinator</p>	<p>Sign-Up & Sign-In Sheets</p>	<p>No Funding</p>

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Whitley County High School
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 12/02/2019
Status: Locked

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

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

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

See attachment

ATTACHMENTS

Attachment Name

 19-20 Comprehensive Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 19-20 Comprehensive Improvement Plan	19-20 Comprehensive Improvement Plan	•

1: Proficiency

<p>Goal 1: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

19-20 Comprehensive Improvement Plan for Whitley County High School

Goal 1:
 By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

		Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
		1-1-A	Ongoing	Principals	No Funding
		1-2-A	Ongoing	VPA – TL	No Funding
		1-2-B	Ongoing	ELA – TL	No Funding
		1-3-A	Ongoing	VPA – TL	No Funding
		1-3-B	Ongoing	VPA – TL	No Funding
		1-3-C	Ongoing	VPA – TL	No Funding
		1-3-D	Ongoing	VPA – TL	No Funding
		1-3-E	Ongoing	VPA – TL	No Funding
		1-3-F	Ongoing	SS – TL	No Funding
		1-3-G	Ongoing	ELA, Math, Science – TL; Gear-Up Coordinator	21 st Century; Instructional Funds; Gear-Up
		1-3-H	Bi-Weekly	PLC – TL	No Funding
		1-3-I	Ongoing	PLC – TL; Principals	No Funding
		1-3-J	Ongoing	ELA, Math, Science PLC – TL; Gear-Up Coordinator	Already Listed
		1-3-K	Ongoing	VPA – TL	No Funding
		1-4-A	Ongoing	Teachers; 21 st Century Site Coordinator	No Funding
		1-4-B	Ongoing	Counselors	No Funding
		1-5-A	Ongoing	FA Principal; Counselors	No Funding
		2-1-A	Ongoing	Math – TL	No Funding
		2-1-B	Ongoing	Math – TL; Principals	No Funding
		2-1-C	Ongoing	Math – TL; FA – Principal	No Funding
		2-1-D	Ongoing	Math – TL; Principals	No Funding
		2-2-A	Ongoing	VPA – TL	No Funding

19-20 Comprehensive Improvement Plan for Whitley County High School

Goal 1:
By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

		2-2-B	Ongoing	Math – TL; Principals	No Funding
		2-2-C	Ongoing	Math – TL; Principals	No Funding
		2-2-D	Bi-Weekly	Math – TL; Principals	No Funding
		2-2-E	Ongoing	Math – TL; Gear-Up Coordinator	No Funding
		2-2-F	First Trimester	Math – TL	No Funding
		2-2-G	Ongoing	Math – TL; Principals	No Funding
		2-3-A	Ongoing	Teachers; 21 st Century Site Coordinator	No Funding
		2-4-A	Ongoing	FA – Principal; Counselors	No Funding
		2-4-B	Ongoing	Counselors	No Funding
		2-5-A	Ongoing	Math – TL; FA – Principals; District Math Coach	No Funding
		2-5-B	Ongoing	Math – TL; Gear-Up Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in reading from 39.7 to 42.4 by June 30, 2020.	1. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps		\$0
	2. Design and Deploy Standards	A: Visual art teacher will have their students utilize Chromebooks to do research and study historical art movements, artists, and works of art to improve reading skills.	Class Assessments and Quizzes		\$0
		B: All English III classes will begin instruction with an ACT review question, D.O.L., or bell ringer according to the review schedule.	Lesson Plans		\$0
	3. Design and Deliver Instruction	A: Music teachers will implement online rhythmic reading.	Rubric		\$0
		B: Music teachers will conduct class discussions of the meaning of musical texts.	Teacher Observation & Student Participation Documentation		\$0

19-20 Comprehensive Improvement Plan for Whitley County High School

<p>Goal 1: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.</p>				
		C: Drama teachers will practice literary interpretation and reading comprehension through classroom assignments of song interpretation.	Rubric	\$0
		D: Drama teachers will create opportunities in which students will read and perform monologues, duets, and scenes of plays, read for fluency, tone, expression and meaning.	Rubric	\$0
		E: Drama teachers will expand history of theatre unit to increase reading comprehension.	Rubric	\$0
		F: US History teachers will use periodic ACT-style passage readings under fixed conditions to familiarize students with testing conditions.	Lesson Plans	\$0
		G: Teachers of freshman, sophomore, and junior level English, math and science classes will continue to implement online ACT preparation (CERT***, Mastery Prep**, Edgenuity*) in their classes.	Lesson Plans	*\$21000 **\$19500 ***\$6000
		H: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-Through Documentation PLC Team Minutes	\$0
		I: Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events.	Lesson Plans Walk-Through	\$0
		J: Mastery Prep program will be used to reinforce basic math and science skills and English/reading skills.	Lesson Plans	\$0
		K: Music teachers will utilize Chromebooks to research and study music history including composers and works of those composers.	Lesson Plans	\$0
	4. Design, Align and Deliver Support	A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g. independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets	\$0
		B: Counselors will schedule students who fail to meet benchmark on the universal screener in an RTI Reading course.	Student Schedules & Benchmark Met	\$0
	5. Establishing Learning Culture and Environment	A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms	\$0
Objective 2:		A: Math teachers from MDC Cohort #2 will continue to share and utilize strategies within the department and across content areas, as they apply.	PLC Minutes, Lesson Plans	\$0

19-20 Comprehensive Improvement Plan for Whitley County High School

<p>Goal 1: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.</p>					
<p>To increase the percentage of students scoring proficient/distinguished in math from 38.5 to 41.3 by June 30, 2020.</p>	<p>1. Design and Deliver Assessment Literacy</p>	<p>B: To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe.</p>	Curriculum Maps		\$0
		<p>C: Algebra I will continue to use Mastery Prep to review ACT skills. Each student collects a reference binder and works to cover one skill per week. End of each trimester, students take a summative assessment over skills and content covered during that trimester.</p>	Lesson Plans		\$0
		<p>D: Algebra II courses will utilize CERT quizzes as formative assessments.</p>	Lesson Plans		\$0
	<p>2. Design and Deliver Instruction</p>	<p>A: Music teachers will utilize math-based activities in conjunction with rhythmic exercises.</p>	Online Scoring		\$0
		<p>B: Math teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.</p>	PLC Minutes		\$0
		<p>C: Teachers of freshman*, sophomore, and junior level math classes will continue to implement online ACT preparation (CERT videos, Mastery Prep) in their classes. *Algebra I conducts CERT review video days and students complete worksheets aligned with those videos.</p>	Lesson Plans		\$31000
		<p>D: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.</p>	Walk-Through Documentation PLC Team Minutes		\$0
		<p>E: Mastery Prep program will be used to reinforce basic math skills and to review concepts taught in previous years and supplement current concepts.</p>	Lesson Plans		\$0
		<p>F: Teachers will provide instruction on the proper use of TI-Nspire calculators.</p>	Lesson Plans		\$0
		<p>G: All math courses grades 9-11 will utilize CERT materials as well as Mastery Prep items to further math skills.</p>	Lesson Plans		\$0
	<p>3. Design, Align and Deliver Support</p>	<p>A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, credit recovery) and other enrichment options.</p>	Student Referrals & Sign-In Sheets		\$0
	<p>4. Establishing Learning Culture and Environment</p>	<p>A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.</p>	Student Schedules, Pre-registration Forms		\$0

19-20 Comprehensive Improvement Plan for Whitley County High School

Goal 1:
 By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

		B: Counselors will schedule students who fail to meet benchmark on the universal screener in an RTI Reading course.	Student Schedules & Benchmark Met		\$0
	5. Review, Analyze and Apply Data	A: Algebra I and Grade 9 math teachers will utilize the Cognitive Tutor student reports to identify individual growth areas and this information will guide instructional decisions. Students will review their identified improvement areas using Cognitive Tutor in order to reach mastery of concepts.	Cognitive Tutor Data, Lesson Plans		\$0
		B: Algebra I, Geometry, Algebra II, Honors Geometry, Pre-Cal, and Math 9, 10, 11, will utilize CERT reports to identify student's improvement areas in math concepts and will make instructional decisions accordingly.	CERT Reports, Lesson Plans		\$0

19-20 Comprehensive Improvement Plan for Whitley County High School

2: Separate Academic Indicator

Goal 2: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 28.6 to 41.6 and the percentage of all students scoring proficient/distinguished in on-demand writing from 64.7 to 71.1.

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

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

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

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

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

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Spring	ELA – TL	No Funding
1-2-A	Ongoing	ELA – TL; District Writing Coach	No Funding
2-1-A	Ongoing	Science – TL; Principals	No Funding
2-1-B	Ongoing	Science – TL	No Funding
2-2-A	Ongoing	Science – TL	No Funding
2-2-B	Ongoing	ELA, Math, Science – TL; Gear-Up Coordinator	No Funding
2-2-C	Ongoing	Science – TL	No Funding
2-2-D	Ongoing	Science & ELA – TL; Gear-Up Coordinator	No Funding
2-2-E	Beginning of Each Trimester	Science – TL	No Funding
2-3-A	Ongoing	Teachers; 21 st Century Site Coordinator	No Funding
2-4-A	Ongoing	FA – Principals; Counselors	No Funding
2-5-A	After CERT Assessments	Science – TL; Gear-Up Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students scoring	1. Design and Deliver Assessment Literacy	A: Sophomore and Junior English teachers will administer On-Demand practice tests to all students prior to the testing window and provide detailed feedback to each student.	Lesson Plans		\$0

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Goal 2: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 28.6 to 41.6 and the percentage of all students scoring proficient/distinguished in on-demand writing from 64.7 to 71.1.					
proficient/distinguished in on-demand writing from 64.7 to 66.3 by June 30, 2020.	2. Design and Deploy Standards	A: All English classes will follow the revised school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Lesson Plans		\$0
Objective 2: To increase the percentage of students scoring proficient/distinguished in science from 28.6 to 31.8 by June 30, 2020.	1. Design and Deliver Assessment Literacy	A. Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps		
		B. All Chemistry teachers will utilize ACT style questions and prompts in both formative and summative assessments, per unit of instruction.	Lesson Plans		
	2. Design and Deliver Instruction	A. Science teachers will align pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.	PLC Meetings		
		B. Teachers of freshman, sophomore, and junior level English, math and science classes will continue to implement online ACT preparation (CERT, Mastery Prep, Edgenuity) in their classes.	Lesson Plans		
		C. Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-through Observations and PLC Meetings		
		D. Mastery Prep program will be used to reinforce basic math and science skills and English skills.	Lesson Plans		
		E. Physics Teacher will provide instruction on the proper use of TI-Nspire calculators, focusing on coding and rover implementation.	Lesson Plans		
	3. Design, Align and Deliver Support	A. Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g. independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets		
	4. Establishing Learning Culture and Environment	A. All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms		
5. Review, Analyze and Apply Data	A. Physical Science, Honors Physical Science, Biology, Honors Biology, Chemistry, and Honors Chemistry teachers will utilize CERT reports to identify student's improvement areas in science concepts and will make instructional decisions accordingly.	CERT Reports Lesson Plans			

3: Achievement Gap

<p>Goal 3: By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

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Goal 3:
 By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

		Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
		1-1-A	Ongoing	PLC – TLs; Sped Teachers	No Funding
		1-1-B	Ongoing	Principals; Counselors; DPP; YSC Director	No Funding
		1-1-C	Ongoing	YSC Director; McKinney Veto Liaison; DPP; Counselors; Principals	No Funding
		1-1-D	Ongoing	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	No Funding
		1-2-A	Ongoing	Principals; District PD Coordinator; PLC- TLs; Literacy Grant Coordinator	No Funding
		1-2-B	Ongoing	Sped Teachers; Counselors	No Funding
		1-2-C	Ongoing	21 st Century Site Coordinator	21 st Century
		1-2-D	Ongoing	Sped Teachers; Counselors; Principals	No Funding
		1-2-E	Ongoing	21 st Century Site Coordinator	No Funding
		2-1-A	Ongoing	Math – TL; Sped Teachers; Principals, Counselors	No Funding
		2-1-B	Ongoing	Principals; Counselors; DPP; YSC Director	No Funding
		2-1-C	Ongoing	YSC Director; McKinney Veto	No Funding

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Goal 3:
By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

				Liaison; DPP; Counselors; Principals	
		2-1-D	Ongoing	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	No Funding
		2-2-A	Ongoing	Principals; District PD Coordinator; PLC- TLs	No Funding
		2-2-B	Ongoing	Sped Teachers; Counselors	No Funding
		2-2-C	Ongoing	21 st Century Site Coordinator	21 st Century
		2-2-D	Ongoing	Sped Teachers; Counselors; Principals	No Funding
		2-2-E	Ongoing	21 st Century Site Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 21.6 by June 30, 2020.	1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, No Red Ink, common assessments, Mastery Prep and other student achievement data by gap groups to modify instructional practices.	District Report Card, CERT Reports, Pearson reports, Mastery Prep data, District Reports		\$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, CERT reports, ACT reports		\$ 0
		C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	YSC, IC Reports, Attendance Intervention Records, 15 Days Report		\$0
		D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student’s current level in order to provide differentiated instruction and RTI.	ACT Reports, CERT Reports, Assessment Data		\$0

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<p>Goal 3: By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.</p>					
	2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets		\$ 0
		B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 40 th – 70 th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Instructional Coach Intervention Reports, PLC Minutes, ACT Reports, Student Progress Reports		\$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21 st CCLC to engage parents/guardians in their child’s learning and achievement goals.	21 st Century Schedules, Reports, Sign-In Sheets		\$95,000
		D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	SPED Documentation, Gear-Up Reports		\$ 0
		E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).	Sign-Up & Sign-In Sheets		\$0
Objective 2: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 27.3 to 30.6 by June 30, 2020.	1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, common assessments, and other student achievement data by gap groups to modify instructional practices.	District Report Card, ACT Reports, CERT Reports, District Reports		\$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, CERT reports, ACT reports		\$ 0
		C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	FRYSC, IC Reports, Attendance Intervention Records, 15 Days Report		\$0
		D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student’s current level in order to provide differentiated instruction and RTI.	ACT Reports, CERT Reports, Assessment Data		\$0

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<p>Goal 3: By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.</p>				
	<p>2. Design, Align, and Deliver Support</p>	<p>A: Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.</p>	<p>PD Requests, PD Certificates/Sign-In Sheets</p>	<p>\$ 0</p>
		<p>B: Provide math intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)</p>	<p>Instructional Coach Intervention Reports, PLC Minutes, ACT Reports, Student Progress Reports</p>	<p>\$ 0</p>
		<p>C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child’s learning and achievement goals.</p>	<p>21st Century Schedules, Reports, Sign-In Sheets</p>	<p>\$ 0</p>
		<p>D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.</p>	<p>SPED Documentation, Gear-Up Reports</p>	<p>\$ 0</p>
		<p>E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).</p>	<p>Sign-Up & Sign-In Sheets</p>	<p>\$0</p>

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4: Graduation rate

Goal 4: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).

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

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

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

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

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

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Ongoing	Principals; Counselors; Dropout Prevention; DPP	No Funding
1-1-B	Ongoing	YSC Coordinator	No Funding
1-2-A	Ongoing	Counselors	No Funding
1-2-B	Ongoing	Counselors; Principals; DPP	No Funding
1-3-A	Spring & Summer	Counselors; Principals	No Funding
1-4-A	Ongoing	Counselors; Dropout Prevention	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1: To increase the graduation rate for all students from 96 to 96.4 by June 30, 2020.	1. Design, Align and Deliver Support	A: Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Enrollment Data, Sign-in Sheets		\$0
		B: YSC Coordinator will make home visits to any at-risk student by referral.	Record of Referral, Record of Home Visits		\$0
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Enrollment Data, ILP Reports		\$0
		B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Virtual High School, Early Graduation, or Hardship Graduation options.	Graduation Checklist, Transcripts, A & A Folders		\$0

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Goal 4: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).					
	3. Establishing Learning Culture and Environment	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule		\$0
	4. Review, Analyze and Apply Data	A: Data from the Transition Readiness Calculator will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state and national levels.	Persistence to Graduation Reports		\$0

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5: Growth

Goal 5: NOT REQUIRED					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

6: Transition readiness

<p>Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.</p>		
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

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Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.

		Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
		1-1-A	Ongoing	Gear-Up Coordinator	No Funding
		1-1-B	March	Counselors	No Funding
		1-1-C	Fall	Gear-Up Coordinator; English Teachers AmeriCorp Coach	No Funding
		1-1-D	Ongoing	Counselors	No Funding
		1-2-A	Ongoing	ELA & PL/CS – TLs	No Funding
		1-3-A	Ongoing	Counselors	No Funding
		1-3-B	Ongoing	AmeriCorp Coach; Counselors	No Funding
		1-3-C	Ongoing	Gear – Up Coordinator; FA – Principal; Link Crew Advisor	No Funding
		1-4-A	Ongoing	Math –TL	No Funding
		1-5-A	Ongoing	ELA – TL	No Funding
		2-1-A	Ongoing	CTE Pathway Teachers	No Funding
		2-1-B	Ongoing	CTE Coordinator	No Funding
		2-2-A	Ongoing	CTE Coordinator	Perkins Grant

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Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.

		2-2-B	Ongoing	Counselors	No Funding
		2-3-A	Ongoing	CTE Coordinator	Perkins Grant
		2-4-A	Ongoing	CTE Pathway Teachers	No Funding
		2-4-B	Ongoing	CTE Pathway Teachers	No Funding
		2-5-A	Ongoing	CTE Pathway Teachers	No Funding
		2-5-B	Ongoing	CTE Coordinator	No Funding
		2-6-A	Ongoing	CTE Co-op Teachers	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students who are academic ready from 31.9 to 48.4 by June 30, 2020.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce soft skills.	CTE-EOP Reports		???
		B: In lieu of “March Madness,” counselors will post staff member’s educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door		\$0
		C: During “College Application Week,” all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports		\$0
		D: Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data		\$0
	2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans		\$0
		A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always	Graduation Rate		\$0

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Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.					
	3. Establishing Learning Culture and Environment	have the incoming freshman students for their first year. Then when they become a sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e. graduation requirements, transcripts, and general “advising”) and daily for routine information sharing/communication.			
		B: The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	AmeriCorp Reports		???
		C: Gear-Up Program will provide our junior and senior students with opportunities to explore various careers and colleges while LinkCrew will provide mentoring of freshman and sophomore students with junior and senior mentors.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports, LinkCrew Reports		???
	4. Design and Deliver Assessment Literacy	A: Junior level math teachers will provide students access to ACT prep programs.	Lesson Plans		\$0
	5. Design and Deploy Standards	A: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps		\$0
Objective 2: To increase the percentage of students who are career ready from 49.2 to 59.9 by June 30, 2019.	1. Design, Align, and Deliver Support	A: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessment and completion of pathway.	Advisory Committee Minutes		\$0
		B: CTE teachers will publicize articulated credits for pathways and CTE End-of Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports		\$0
	2. Design and Deliver Instruction	A: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins funds may cover the cost of the CTE teacher/advisor only.)	Field Trip Requests and Field Trip Student Lists		\$2500
		B: Counselors will guide all 9 th grade students to a career pathway based on their ILP.	Registration Documents		\$0
	3. Establishing Learning Culture and Environment	A: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills attainment).	Finance Reports		\$32000

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Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.					
	4. Design and Deliver Assessment Literacy	A: CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports		\$0
		B: CTE teachers will utilize questioning techniques similar to those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions.	Classroom Assessments, CTE End-of-Program Assessment Reports		\$0
	5. Design and Deploy Standards	A: CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as, career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans		\$0
		B: When opportunities arise, teachers will be encouraged to participate in state-level development and programs of study revision, course alignment, pathway development/revision, and standards development/revision.	Travel Authorization Requests		\$0
	6. Review, Analyze, and Apply Data	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Co-op Visit Reports		\$0

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7: Other (optional)

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	1.	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Whitley County High School
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Last Modified: 10/15/2019
Status: Locked

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

- Yes**
- No
- N/A

Title I Schoolwide Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Title I Targeted Assistance School Programs

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

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

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

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

- Yes**
- No
- N/A

All School Programs

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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