



## 2021-22 Phase One: Continuous Improvement Diagnostic for Schools

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

**Whitley County High School**  
**Julie Osborne**  
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United States of America

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## **2021-22 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

### **Phase Two: October 1 - November 1**

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

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***

Please enter your name and date below to certify.

Julie Osborne, Rachele Rice, Amanda Croley, Al Ysidro 9/7/2021





## 2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

**Whitley County High School**  
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01/03/2022

Whitley County High School

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## **2021-22 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

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

#### Protocol

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

see attachment

#### **ATTACHMENTS**

##### **Attachment Name**



21-22 CSIP Data Needs Assessment

#### Trends

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

**Example of Trends**

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

see attachment

**ATTACHMENTS****Attachment Name**

21-22 CSIP Data Needs Assessment



KASC Forecast

**Current State**

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

**Example of Current Academic State:**

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

**Example of Non-Academic Current State:**

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

see attachment

**ATTACHMENTS****Attachment Name**

21-22 CSIP Data Needs Assessment

## Priorities/Concerns

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

see attachment

### **ATTACHMENTS**

#### **Attachment Name**

 21-22 CSIP Data Needs Assessment

## Strengths/Leverages

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

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

see attachment

### **ATTACHMENTS**

#### **Attachment Name**

 21-22 CSIP Data Needs Assessment

## Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:

- Complete the [Key Elements Template](#).
- Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

see attachment

**ATTACHMENTS****Attachment Name**

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21-22 Novice Reduction Plan



School Key Elements

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 CSIP Data Needs Assessment		<ul style="list-style-type: none"><li>• 1</li><li>• 2</li><li>• 3</li><li>• 4</li><li>• 5</li></ul>
 21-22 Novice Reduction Plan		<ul style="list-style-type: none"><li>• 6</li></ul>
 KASC Forecast		<ul style="list-style-type: none"><li>• 2</li></ul>
 School Key Elements		<ul style="list-style-type: none"><li>• 6</li></ul>

## 2021-2022 Needs Assessment

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

Our PLC Team Leaders meet with administrators weekly to review, analyze, and disseminate data. These meetings are documented via agendas in Google Docs and a Google PLC Team Lead folder. Our PLC Teams meet weekly to further analyze the content-specific data to further 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. Each PLC Team shares a team drive which houses curriculum documents and provides a common area to share resources and data analysis. All faculty PGP's are directly linked to various data: state assessment data, common assessments, self-reflection domains, etc.

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

- See KASC file

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

### MOST RECENT DATA

**Information from the 2021 School Report Card**

**Student Count** = 1024

**Economically Disadvantaged Students** = 781 = 76.2% vs. State 60.5%

**Non-Economically Disadvantaged Students** = 243 = 23.8%

**Students w/ Disability-IEP** = 209 = 20.4%

2021 = 195 students (63 Female; 132 Male)

Of this number, 166 students are considered Economically Disadvantaged

2020 = 162 students

2019 = 141 students

2018 = 159 students

**Students w/o Disability-IEP** = 815 = 79.6%

Note: Students w/Disabilities (IEP) state testing data was suppressed for reading, math and writing. Included here, however, is our science data reported. Locally completed data analysis was the gauge for our determination of Priorities/Concerns area.

### **State Assessment Participation**

**Reading** (10<sup>th</sup> Grade Students) = 78.7%

**Math** (10<sup>th</sup> Grade Students) = 77.45%

**Science** (11<sup>th</sup> Grade Students) = 78.3%

**Writing** (11<sup>th</sup> Grade Students) = 75.8%



**Reading (School Vs. State)**

N = 31.9% vs. 34.8% (-2.9)

A = 32.4% vs. 27.3% (+5.1)

P = 23.2% vs. 25.4% (-2.2)

D = 12.4% vs. 12.4% (0)

**Females (School Vs. State)**

N = 26.3% vs. 30.6% (-4.3)

A = 30.0 vs. 28.2% (+1.8)

P = 31.3% vs. 26.9% (+4.4)

D = 12.5% vs. 14.3% (-1.8)

**Males (School Vs. State)**

N = 36.2% vs. 38.7% (-2.5)

A = 34.3% vs. 26.4% (+7.9)

P = 17.1% vs. 24.1% (-7)

D = 12.4% vs. 10.8% (+1.6)

**Math (School Vs. State)**

N = 40.7% vs. 35.9% (+4.8)

A = 35.2% vs. 33.8% (+1.4)

P = 23.1% vs. 24.4% (-1.3)

D = 1.1% vs. 5.8% (-4.7)

**Females (School Vs. State)**

N = 42.9% vs. 34.8% (+8.1)

A = 31.2% vs. 34.1% (-2.9)

P = 24.7% vs. 25.3% (-0.6)

D = 1.3% vs. 5.7% (4.4)

**Males (School Vs. State)**

N = 39.0% vs. 36.9% (+2.1)

A = 38.1% vs. 33.5% (+4.6)

P = 24.7% vs. 25.3% (-0.6)

D = 1.0% vs. 6.0% (-5)

**Science (School Vs. State)**

N = 22.3% vs. 30.6% (-8.3)

A = 50.5% vs. 42.9% (+7.6)

P = 21.3% vs. 22.8% (-1.5)

D = 5.9% vs. 3.7% (+2.2)

**Females (School Vs. State)**

N = 21.1% vs. 26.4% (-5.3)

A = 54.4% vs. 45.1% (+9.3)

P = 22.2% vs. 24.8% (-2.6)

D = 2.2% vs. 3.7% (-1.5)

**Males (School Vs. State)**

N = 23.5% vs. 34.4% (-10.9)

A = 46.9% vs. 40.8% (+6.1)

P = 20.4% vs. 21.0% (-0.6)

D = 9.2% vs. 3.8% (+5.4)

**Students w/Disabilities IEP**

N = 55.2% vs. 58.6% (-3.4)

A = 34.5% vs. 34.1% (+.4)

P = 6.9% vs. 6.8% (+.1)

D = 3.4% vs. .5% (+2.9)

P/D Combined 10.3% vs. 7.3% (+3)

**Writing (School Vs. State)**

N = 11.0% vs. 12.4% (-1.4)

A = 22.5% vs. 30.4% (-7.9)

P = 35.7% vs. 35.0% (+0.7)

D = 30.8 vs. 22.3% (+2.8)

**Females (School Vs. State)**

N = 4.7% vs. 7.0% (-2.3)

A = 24.4% vs. 26.0% (-3.6)

P = 37.2% vs. 39.0% (-1.8)

D = 33.7% vs. 28.0% (+5.7)

**Males (School Vs. State)**

N = 16.7% vs. 17.5% (-0.8)

A = 20.8% vs. 34.5% (-13.7)

P = 34.4% vs. 31.1% (+3.3)

D = 28.1% vs. 16.9% (+11.2)

**Advanced Coursework Completion** 139 of 162 students (85.8%) completed advanced course work (AP and Dual Credit courses)

**Graduation Rate (Expected in 4 years)****2021** Goal = 95%

Actual = 92.5% (-2.5)

**2020** Goal = 95%

Actual = 96.7% (+1.7)

**2019** Goal = 95.0%

Actual = 95.9% (+0.9)

**Homeless Students**

46 Students (All 46 Students are Economically Disadvantaged and 2 are Students with Disabilities-IEP)

19 Female

27 Male

**Fall 2021-2022 CERT Data****9<sup>th</sup> Grade Students (out of 290)**

Subject	Total Students	In Need		On Cusp		On Target		Avg. Score
		#	%	#	%	#	%	
English	245	36	14.7%	51	20.8%	158	64.5%	16

Math	238	196	82.3%	20	8.4%	22	9.2%	13
Reading	242	109	45.5%	44	18.2%	89	36.8%	18
Science	242	181	74.8%	36	14.9%	25	10.3%	15
Composite Score	250							16

#### 10<sup>th</sup> Grade Students (out of 270)

Subject	Total Students	Above Benchmark		Below Benchmark		At Benchmark		Meet Benchmark	Avg. Score
		#	%	#	%	#	%		
English	228	74	32.5%	139	61.0%	15	6.6%	39.0%	15
Math	229	2	0.9%	224	97.8%	3	1.3%	2.2%	14
Reading	230	80	34.8%	143	62.2%	7	3.0%	37.8%	17
Science	178	9	5.1%	166	93.3%	3	1.7%	6.7%	14
Composite Score	233	27	11.6%	192	82.4%	14	6.0%	17.6%	15

#### 11<sup>th</sup> Grade Students (out of 217)

Subject	Total Students	Above Benchmark		Below Benchmark		At Benchmark		Meet Benchmark	Avg. Score
		#	%	#	%	#	%		
English	173	54	31.2%	105	60.7%	14	8.1%	39.3%	16
Math	167	9	5.4%	151	90.4%	7	4.2%	9.6%	16
Reading	170	43	25.3%	120	70.6%	7	4.1%	29.4%	16
Science	162	7	4.3%	150	92.6%	5	3.1%	7.4%	14
Composite Score	178	22	12.4%	147	82.6%	9	5.1%	17.4%	15

#### 2019-2020 State Assessment Data

Our forecast data for 2019-2020 All Students indicated the following:

- Reading = 35.5
- Math = 42.9
- Writing = 71.9

**Our forecast data for 2019-2020 provided the following disaggregated data:**

**Reading:**

- Economically Disadvantaged Students = 27.7
- Students with Disability/IEP = 19.2

**Math:**

- Economically Disadvantaged Students = 36.3
- Students with Disability/IEP = 36.4

**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**

**2018-2019 State Assessment Data**

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

Our Students w/Disability gap group are of our greatest priority/concern in the areas of reading and math.

#### **Comparing Students with Disability to All Students for the 18-19 and 19-20 data/forecast Reading Scores**

- Proficiency = -4.2

Based on the KASC Forecast, we are projected to have a drop in math for all students and students with disability/IEP. The same forecast is projecting we will have a drop in reading for all students and students with disability/IEP.

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

- The variety and scope of our course offerings have expanded a great deal with the continued use of trimester scheduling.
- Over the last couple of years, we have increased our number of CTE programs to thirteen pathways with engineering being the newest offering. Currently construction has begun on our new Career and Technical Education complex which will house two new career pathways: Residential Carpenter Assistant and Electrical Construction Engineering, with the opportunities for additional pathways to be added.
- Student exposure to technology and learning is a central focus with every student having access to an internet-connected device. Each student is issued a Chromebook to utilize at school and at home.
- Each of our classrooms has a newly installed ViewBoard which allows teachers and students to view the same document and other resources at the same time. The ViewBoards are interactive and provide a feature which allows teachers to create a QR Code and students scan which will provide a file of what has been shared on screen during class.
- In comparison to other high schools with similar demographics within our state, we continue to close the learning gap at a similar or more rapid rate.
- An Ameri-Corp College Coach is in our building to assist students with bridging the gap from secondary to post-secondary.
- On the Quality of School Climate and Safety Survey for Spring 2021:
  - 90.9% of all students surveyed agree strongly that “My school is a caring place.”
  - 96.8% of all students surveyed agree strongly that “My teachers make me feel welcome in their class.”
  - 90.3% of all students surveyed agree strongly that “Adults from my school care about me.”
  - 93.3% of all students surveyed agree strongly that “There is at least one adult from my school who listens to me when I have something to say.”

- 92.5% of all students surveyed agree strongly that “When I need help with schoolwork, I can ask a teacher.”
- 91.1% of all students surveyed agree strongly that “If I have a problem, there is an adult from school that I can talk to.”
- 96.3% of all students surveyed agree strongly that “My teachers expect me to do my best all the time.”
- 93.3% of all students surveyed agree strongly that “When I want to give up, my teacher says I should keep trying.”
- 96.5% of all students surveyed agree strongly that “Adults from my school work hard to make sure students are safe.”
- 93.0% of all students surveyed agree strongly that “Adults from my school handle safety concerns quickly.”
- 93.6% of all students surveyed agree strongly that “I feel safe in my classes.”
- 94.7% of all students surveyed agree strongly that “Adults from my school care about my physical safety.”
- From the 2021 School Report Card
  - The 2020-2021 Assessment Performance for Writing indicated 66.5% of our students earned a Proficient/Distinguished combined score while the state average was 57.2. This places WCHS 9.3% above the state average.
  - Participation Rate for the 2021 state assessed junior ACT is 91.56%, which is well above other area districts.
  - Student Access to Technology: The total number of instructional devices available is 1,311. Every classroom has Wi-Fi access. Students take home school issued devices to access internet for student learning.
  - Faculty Counts: We have 62 total certified teachers on staff; 34 are female and 28 are male. Our student to teacher ratio is 16:1. Average years of school experience is 14.8. Of our teachers, only three are considered “inexperienced.” In addition, we have 2 teachers who are certified by the National Board Professional Teaching Standards.
  - Educator Qualifications Include:
    - 4.9% Bachelor’s
    - 41% Master’s
    - 52.5% Rank 1
    - 1.6% Specialist
  - Teacher Working Conditions:
    - School Climate = 49% Favorable
    - Managing Student Behavior = 72% Favorable
    - School Leadership = 48% Favorable

**Evaluate the Teaching and Learning Environment** – Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support



## KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

- See Response in Key Elements attachment.

## **Plans for moving forward instructionally for the remainder of the 21-22 school year...**

### **Novice Reduction Plan:**

We have changed the way we are utilizing response to intervention for 9th and 10th grade SPED students who have an IEP. The WCHS master schedule reflects these changes. We have removed Study Skills ACT math class for juniors--see explanation below. And we have added RTI courses at the 9th and 10th grade level in order to reduce novice, move students toward mastery, and prepare them for post-secondary readiness.

Identified SPED students have a rotation between math and reading intervention and this is a true resource setting for these students. They are provided instruction in a co-teaching classroom for math and English and receive instruction with the same standards as regular education students. We have noted that accommodations for these students flow more easily in this environment. Students have a resource setting for basic math and reading instruction that is taught by a Special Education Teacher. Students rotate on M,W,F and T,TH schedules to ensure they receive the same amount of time in reading and math intervention.

Regular Education students receive intervention in addition to their core content math and English courses. Students test in and out of the intervention classes based on their individual CERT results. The CERT is a universal screener for 9th, 10th, and 11th grade students which is taken three times a year: Fall, Winter, and Spring. Students who need both math and reading intervention will have math for one of the 6 weeks in a trimester and reading for the other 6 weeks. If a student needs just reading or math, he/she will have that intervention course for the full 12 weeks of the trimester.

- Study Skills Math 10th Grade utilizes IXL and KUTA as resources
- Study Skills Reading 10th Grade utilizes Reading Plus as a resource
- RTI Math 9th grade utilizes IXL as a resource
- RTI Reading 9th grade utilizes Reading Plus as a resource

In addition, 11th grade Transitional Algebra II class is essentially Algebra II spread over two years. Students will receive Algebra II core content as well as ACT and math intervention during 11th and 12th grade. We no longer offer the Study Skills math class which targeted the ACT content to juniors.

Our courses are taught by effective teachers whose goal is to accelerate learning as a result of the covid-induced learning gaps. These learning gaps are in addition to the regular slide that research says occurs when school is out of session: during holiday and summer breaks, etc.

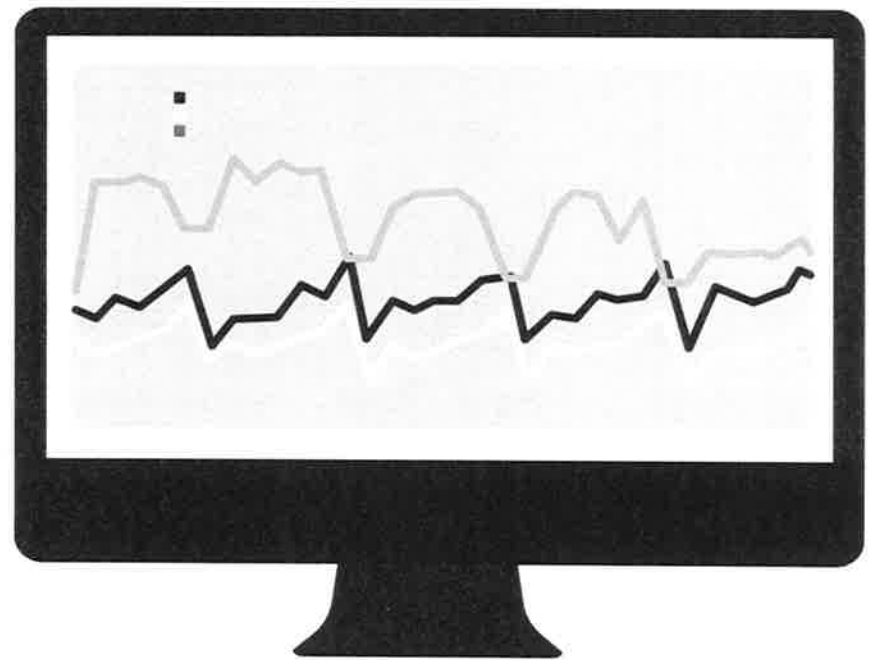
To best prepare students for various testing environments and post-secondary environments, purposeful and meaningful mathematical computation practice is provided. Students are



encouraged and required at different times to complete assignments without the use of a calculator. Other times they may be required to use the computer-based DESMOS calculator to prepare them for the KAS KPREP testing environment. While still at other times, they will utilize a TI-Inspire calculator to simulate the testing environment of the ACT.

While reviewing the data and through student discussion, an overarching problem has been revealed. Students, as a whole, have difficulty with the multiple select option test questions. We have increased opportunities for students to experience this type of questioning to allow them to practice the analysis required when faced with these types of test items. All English classes have the SAVVAS online resources with new student textbooks and all our science classes have the DiscoveryEd Tech Book. Both of which have standards-aligned, pre-made tests that contain multiple select test items.

# Whitley County High School



## K-PREP DATA FORECAST

## **Important information**

The following graphs are based on five years of K-PREP data from your School Report Card. The 2020-22 forecast is generated by formulas in Excel and include an upper and lower range.

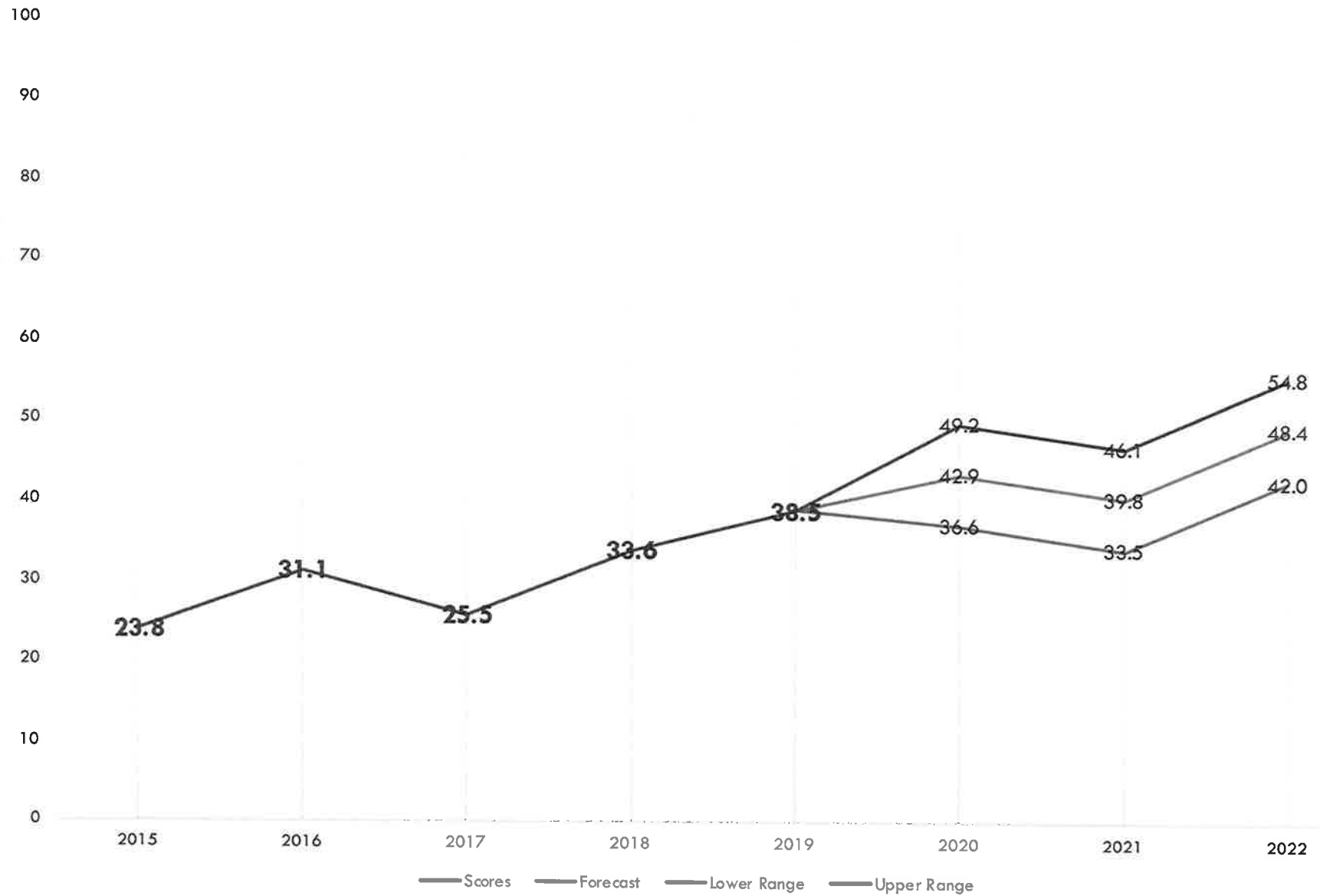
For years where there aren't enough students in a group, we took an average of the year before and the year after. If you had two or more years of suppressed data, the forecast would not be reliable, so you will see 0s.

To set goals that strive for the “upper range,” it is imperative to remember the keys to a successful learning experience are:

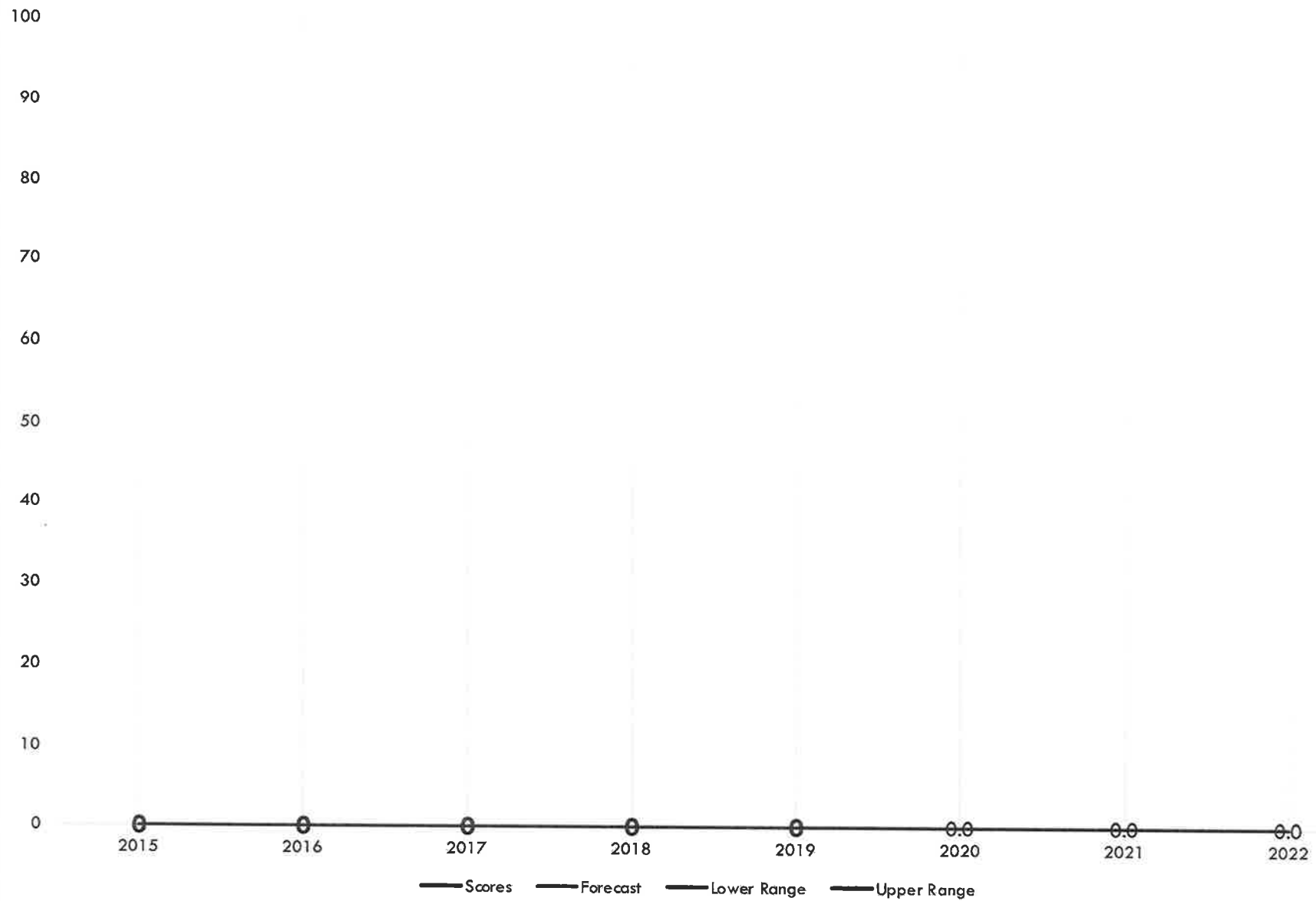
- Building positive relationships
- Identifying and removing barriers to social, emotional, and academic growth
- Identifying content that is essential for learning
- Teaching in ways that help all students learn
- Using assessment to guide instruction

Feel free to use our Research-Based Lesson Guide as you revise your CSIP or to share with the school community. It was attached to the email also.

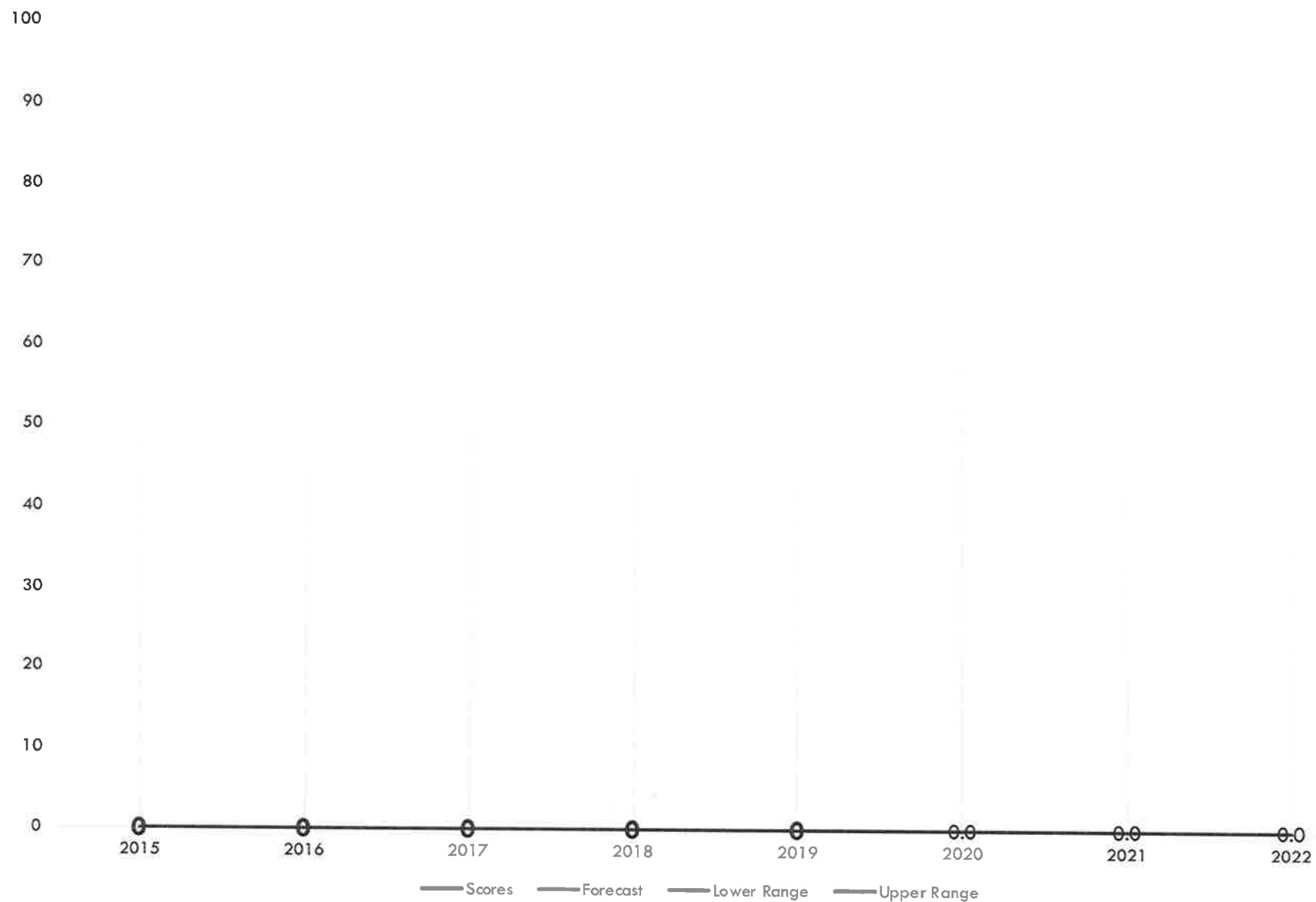
## MATH % Proficient & Distinguished - All Tested Students



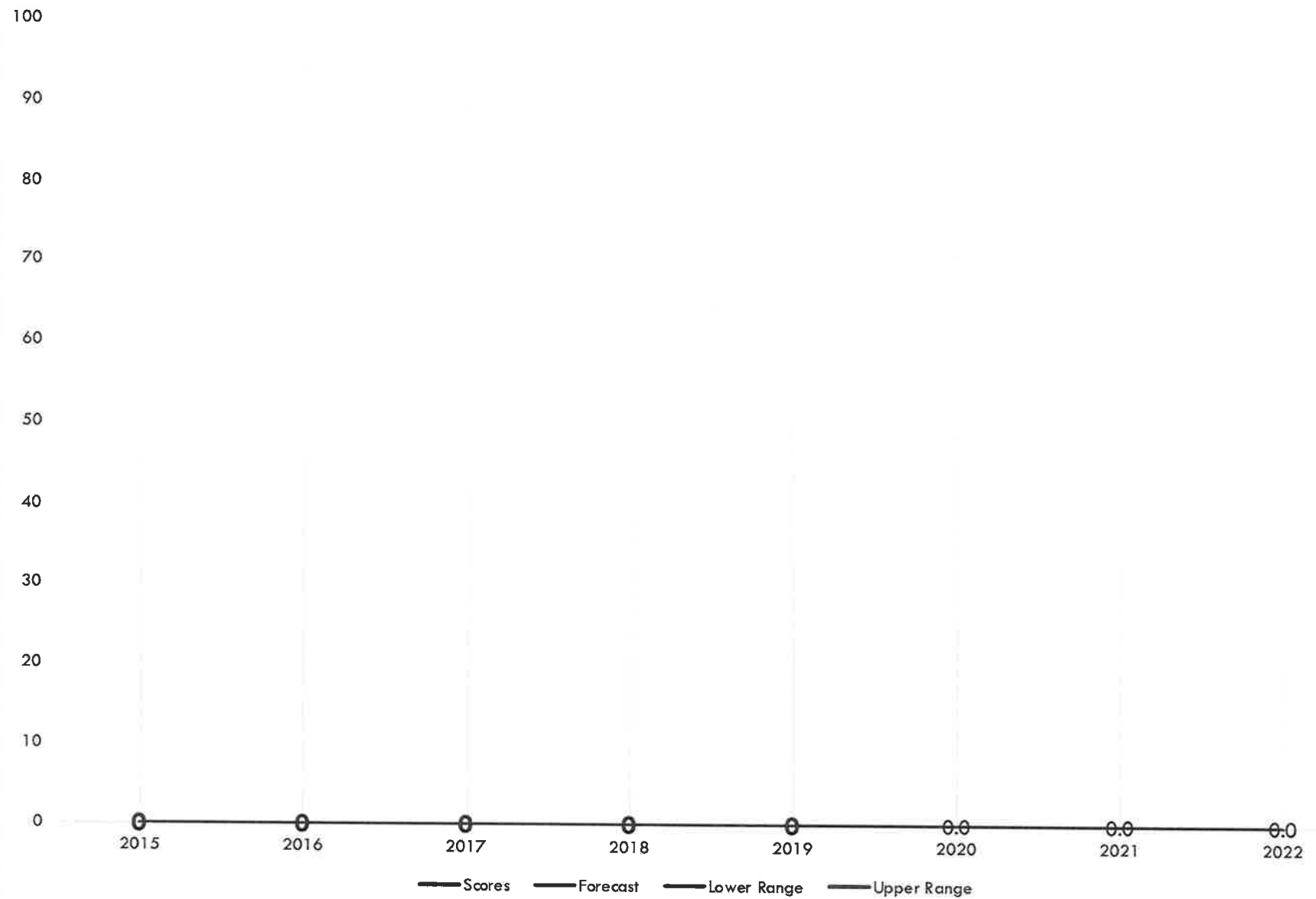
## MATH % Proficient & Distinguished - African American



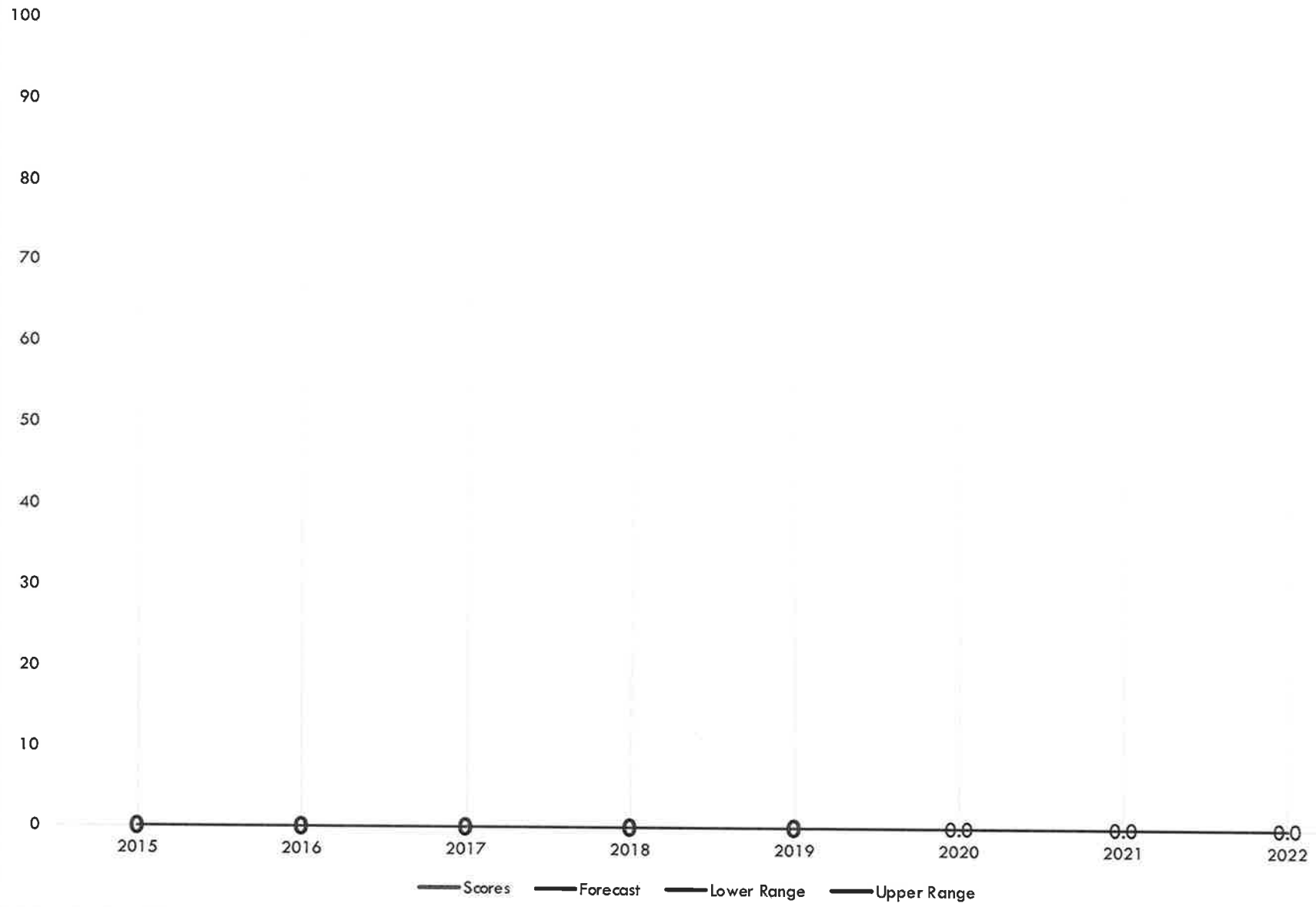
## MATH % Proficient & Distinguished - Hispanic



## MATH % Proficient & Distinguished - Two or More Races

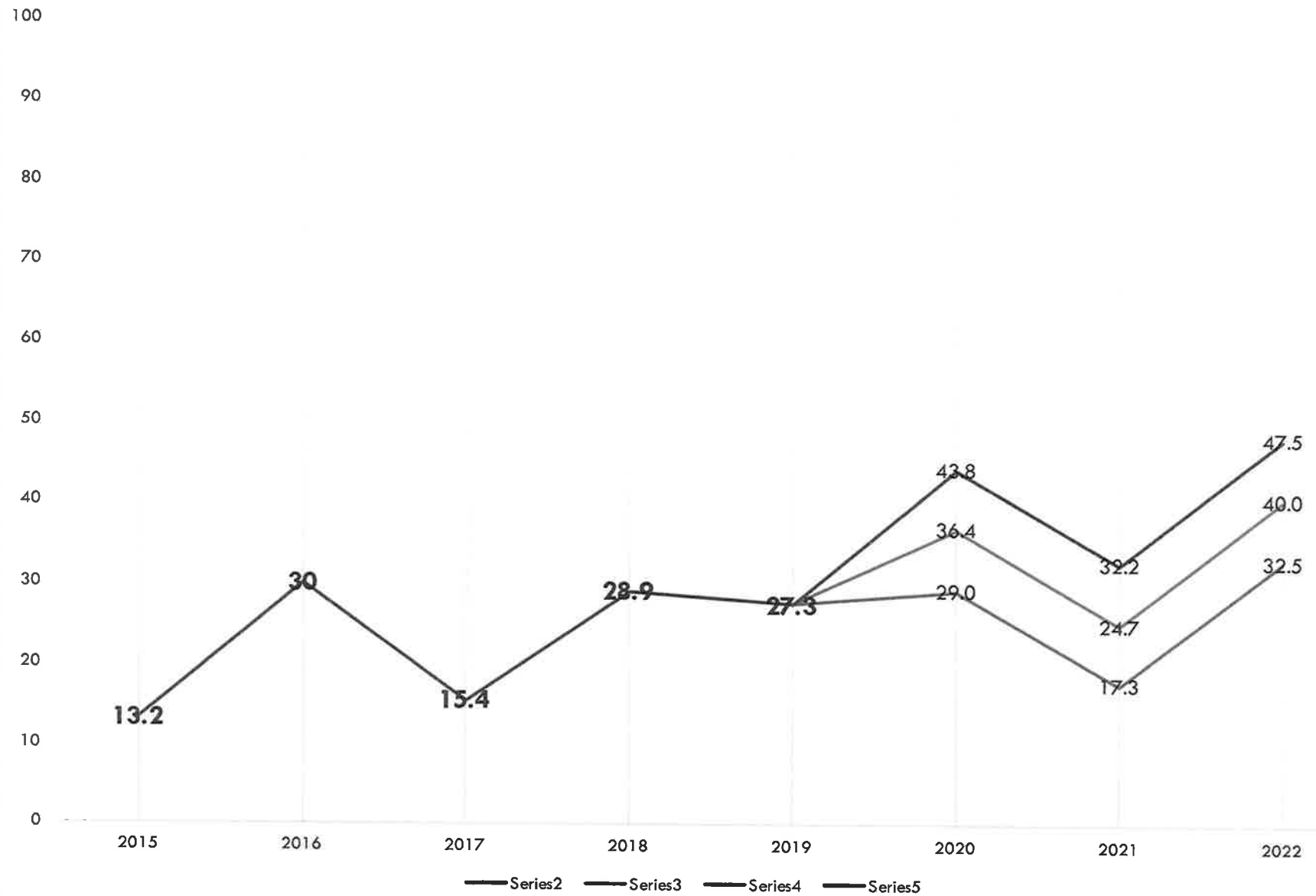


## MATH % Proficient & Distinguished - White

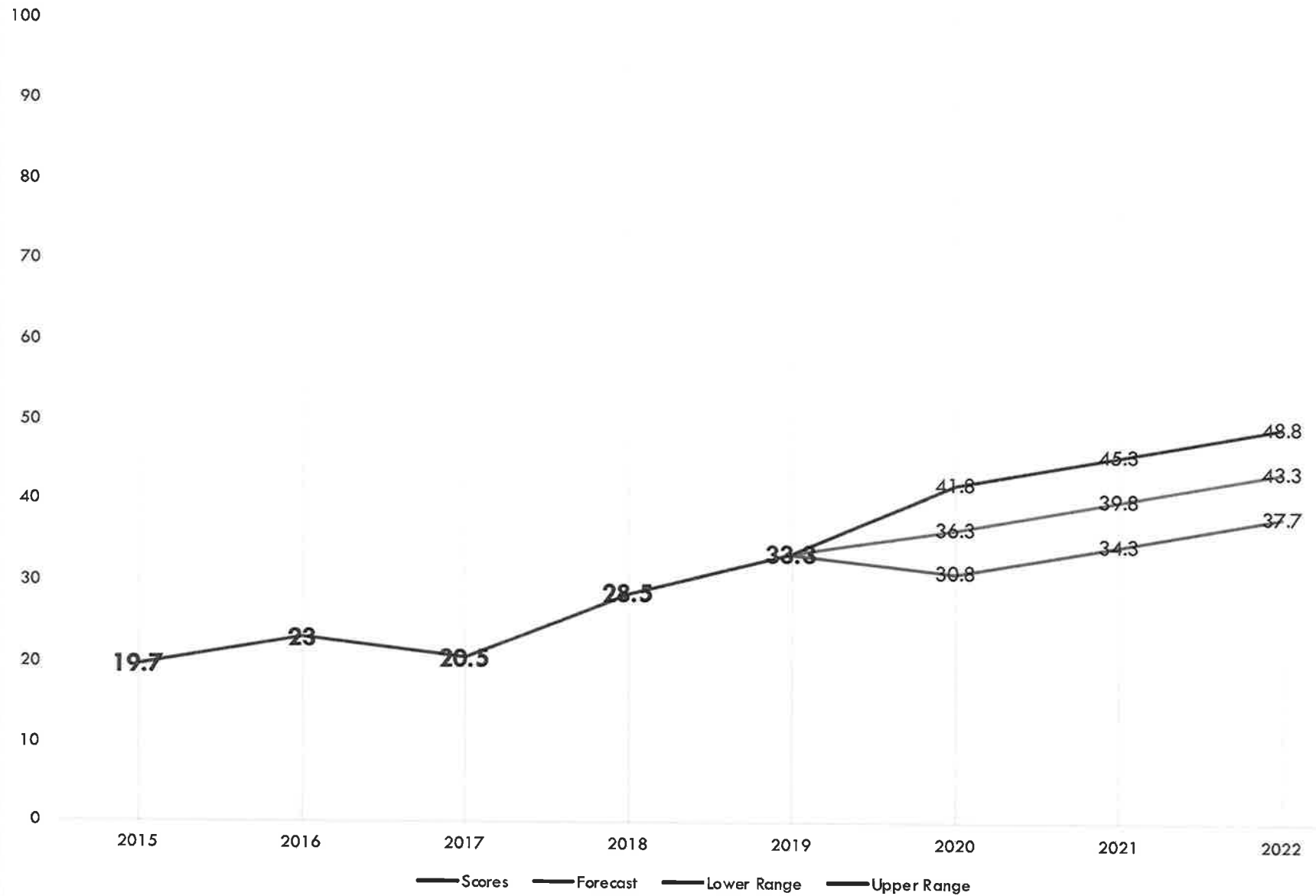




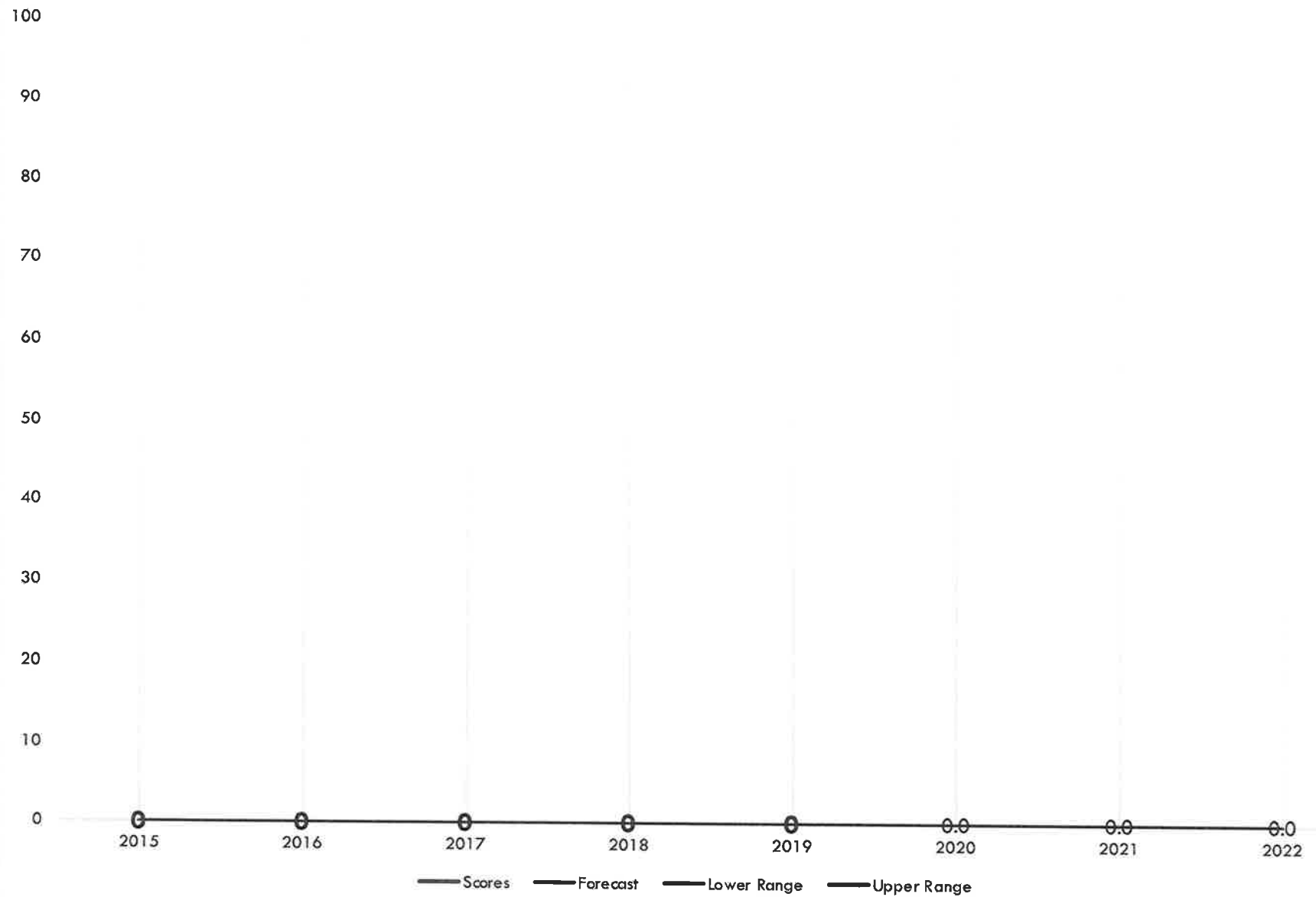
## MATH % Proficient & Distinguished - Disability



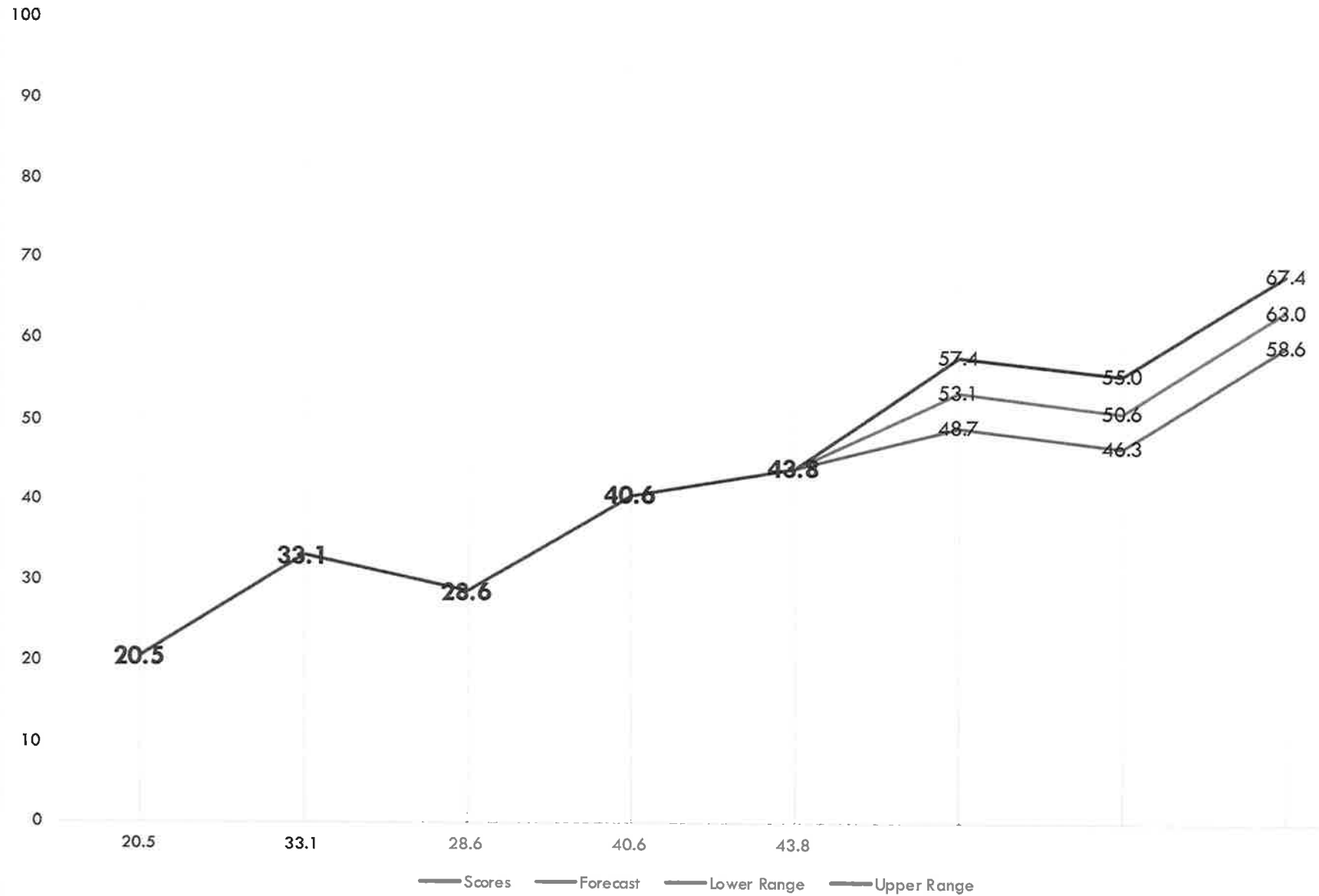
## MATH % Proficient & Distinguished - Economically Disadvantaged



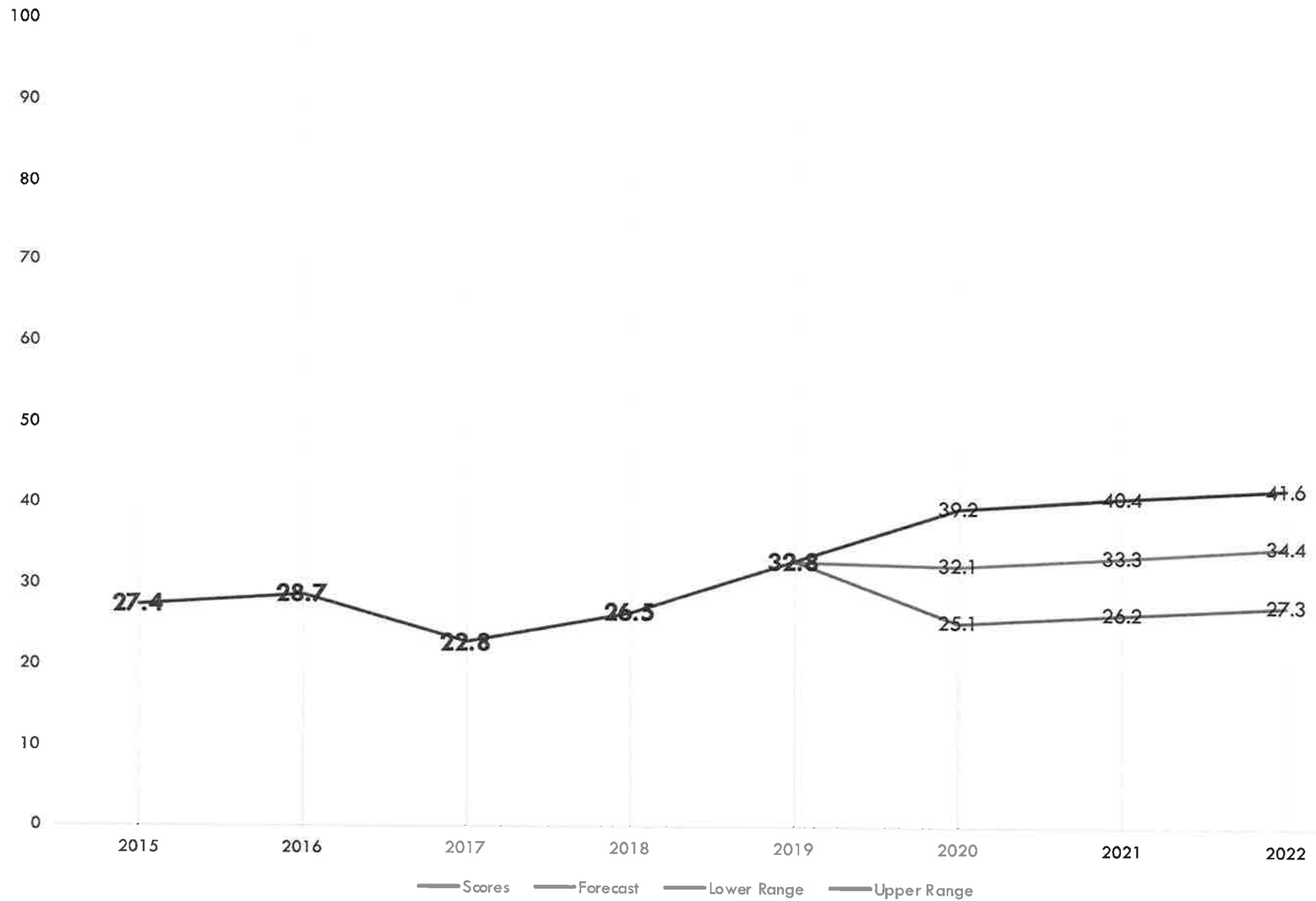
## MATH % Proficient & Distinguished - English Learners



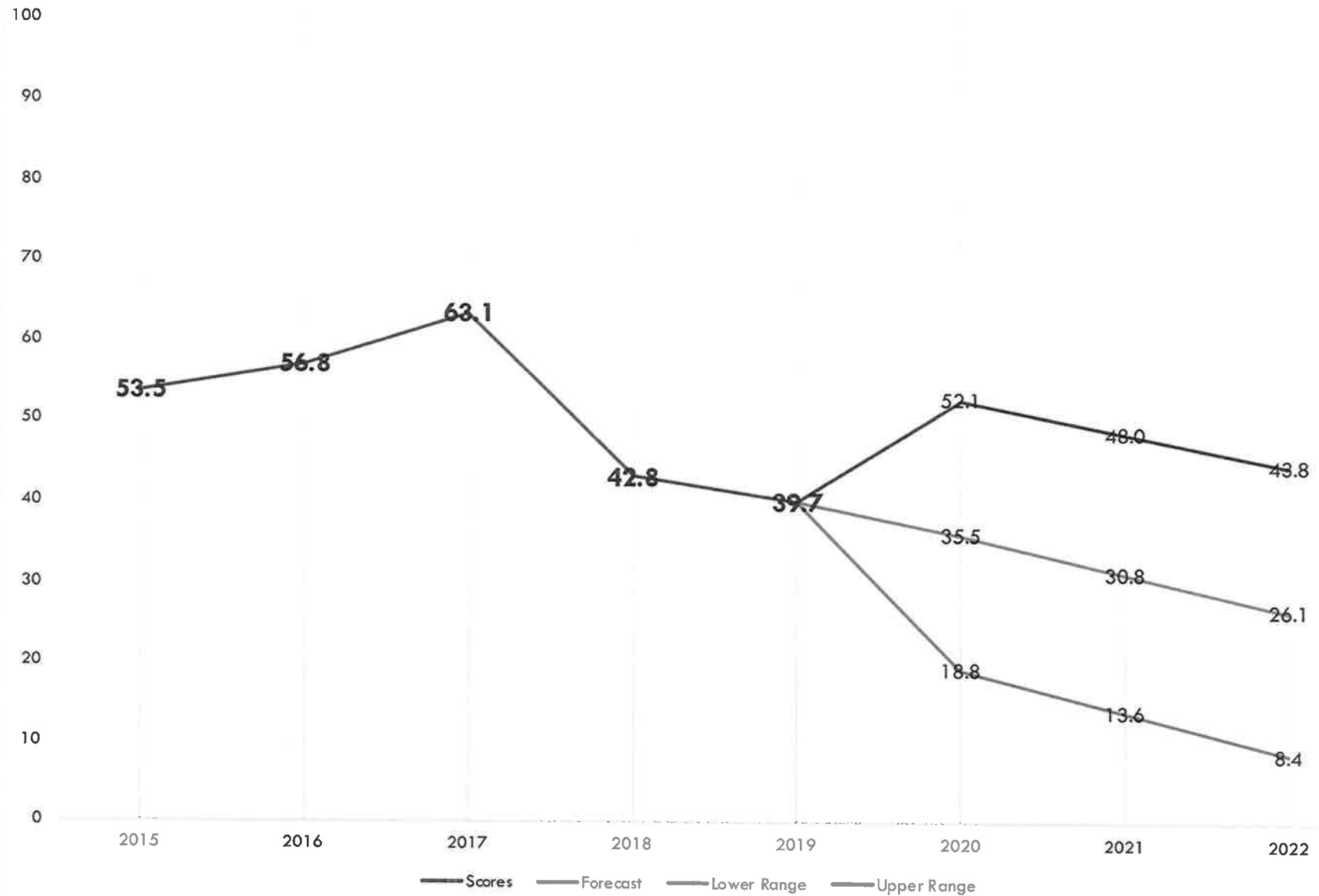
## MATH % Proficient & Distinguished - Male



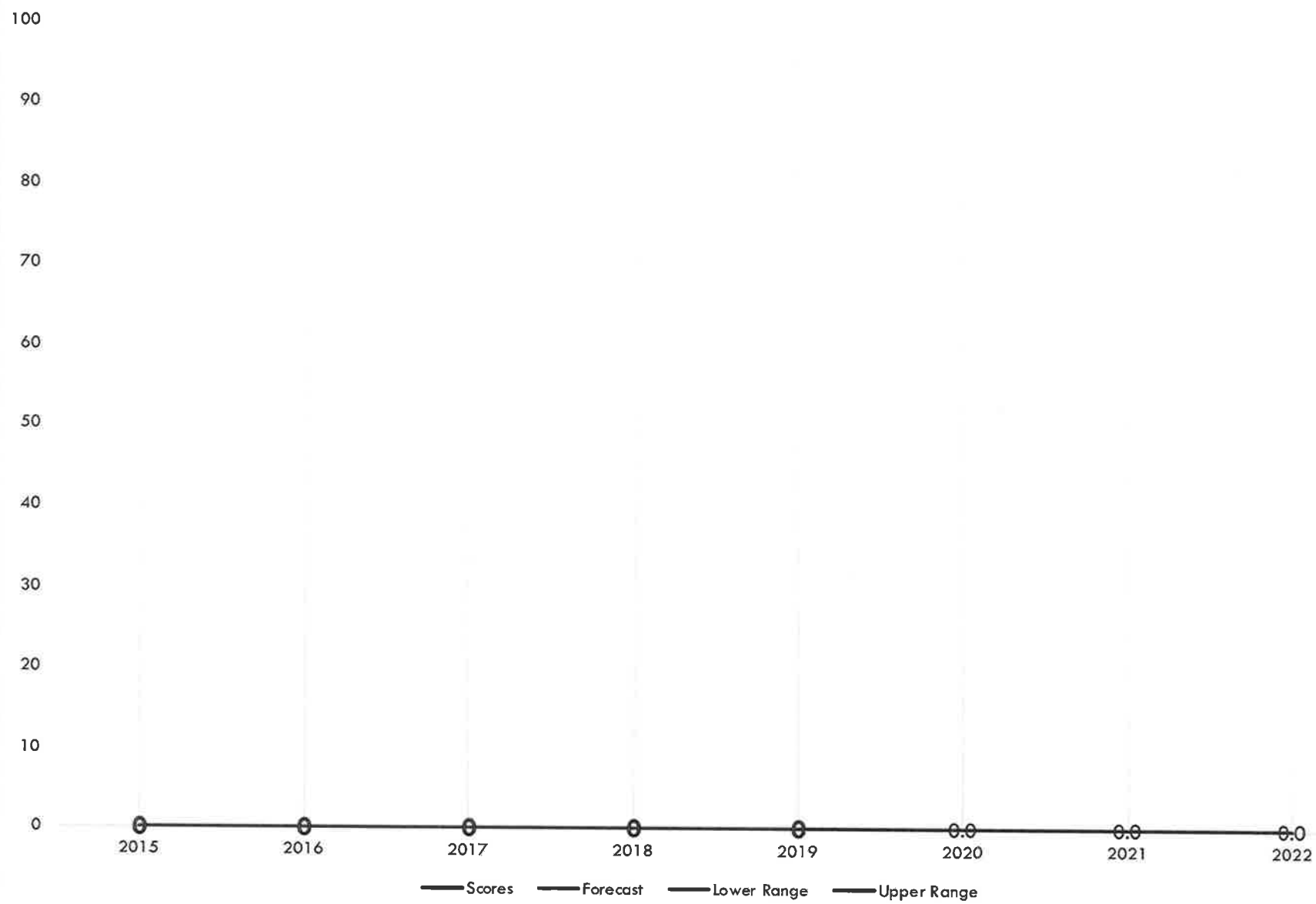
## MATH % Proficient & Distinguished - Female



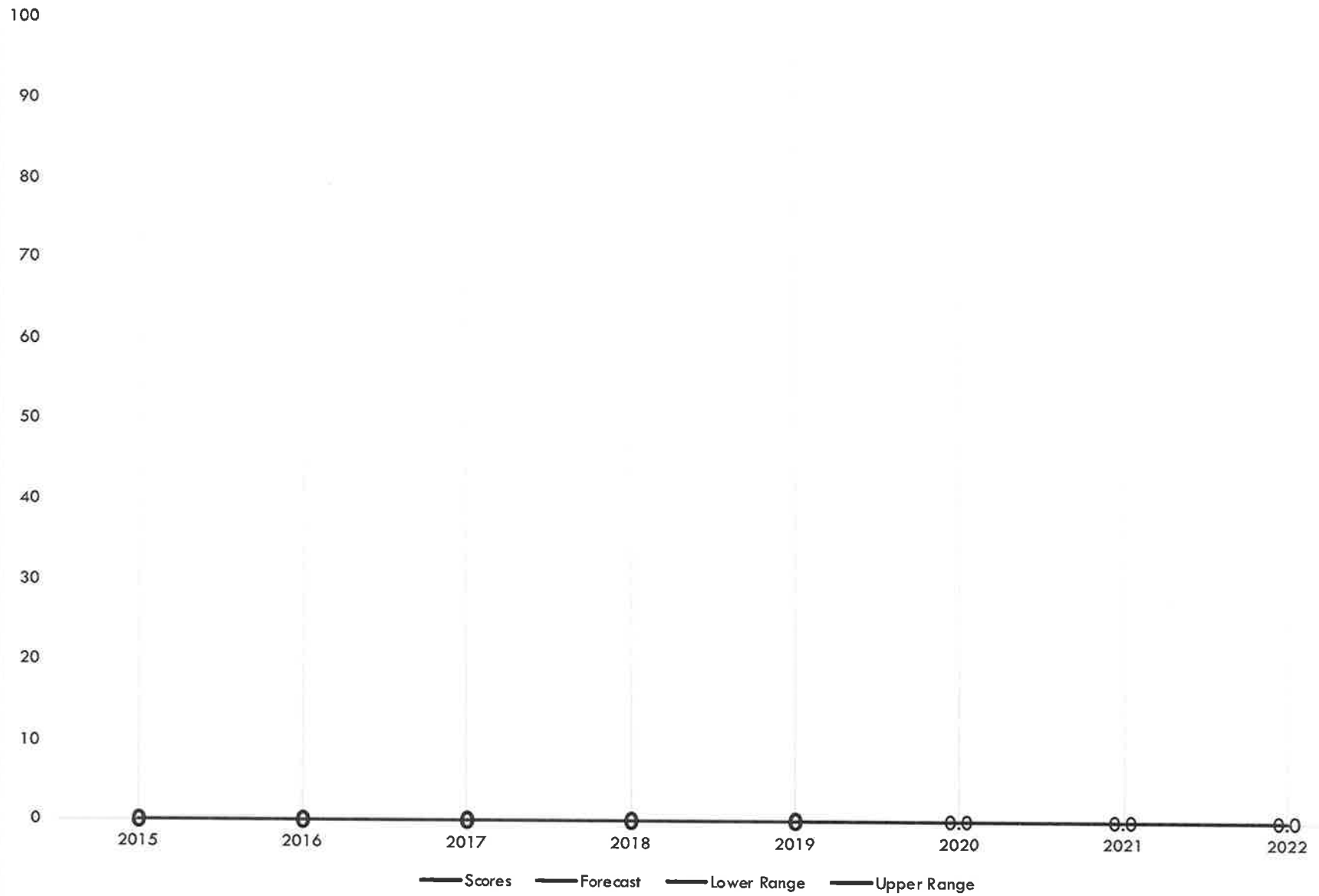
## Reading % Proficient & Distinguished - All Tested Students



## Reading % Proficient & Distinguished - African American

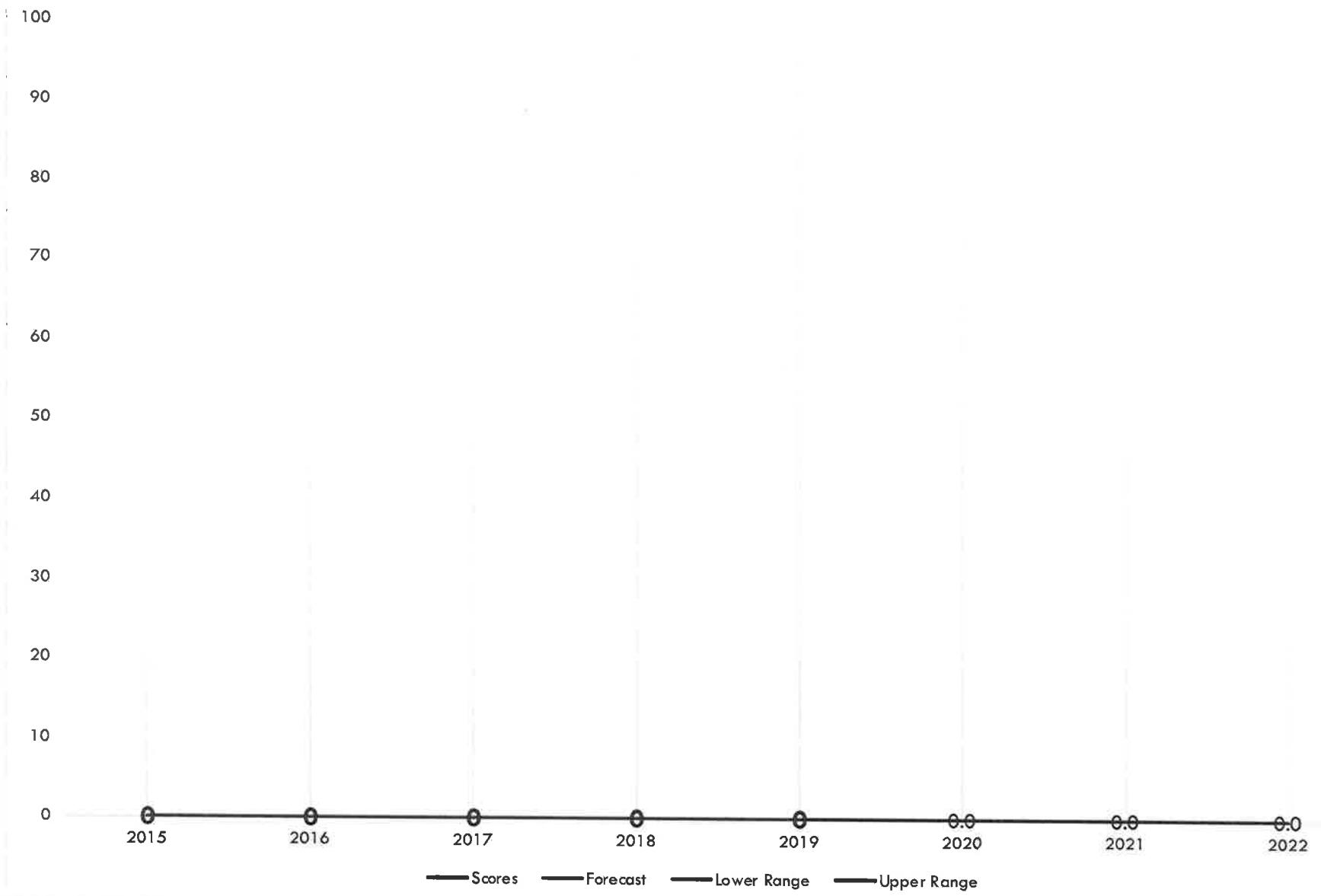


## Reading % Proficient & Distinguished - Hispanic

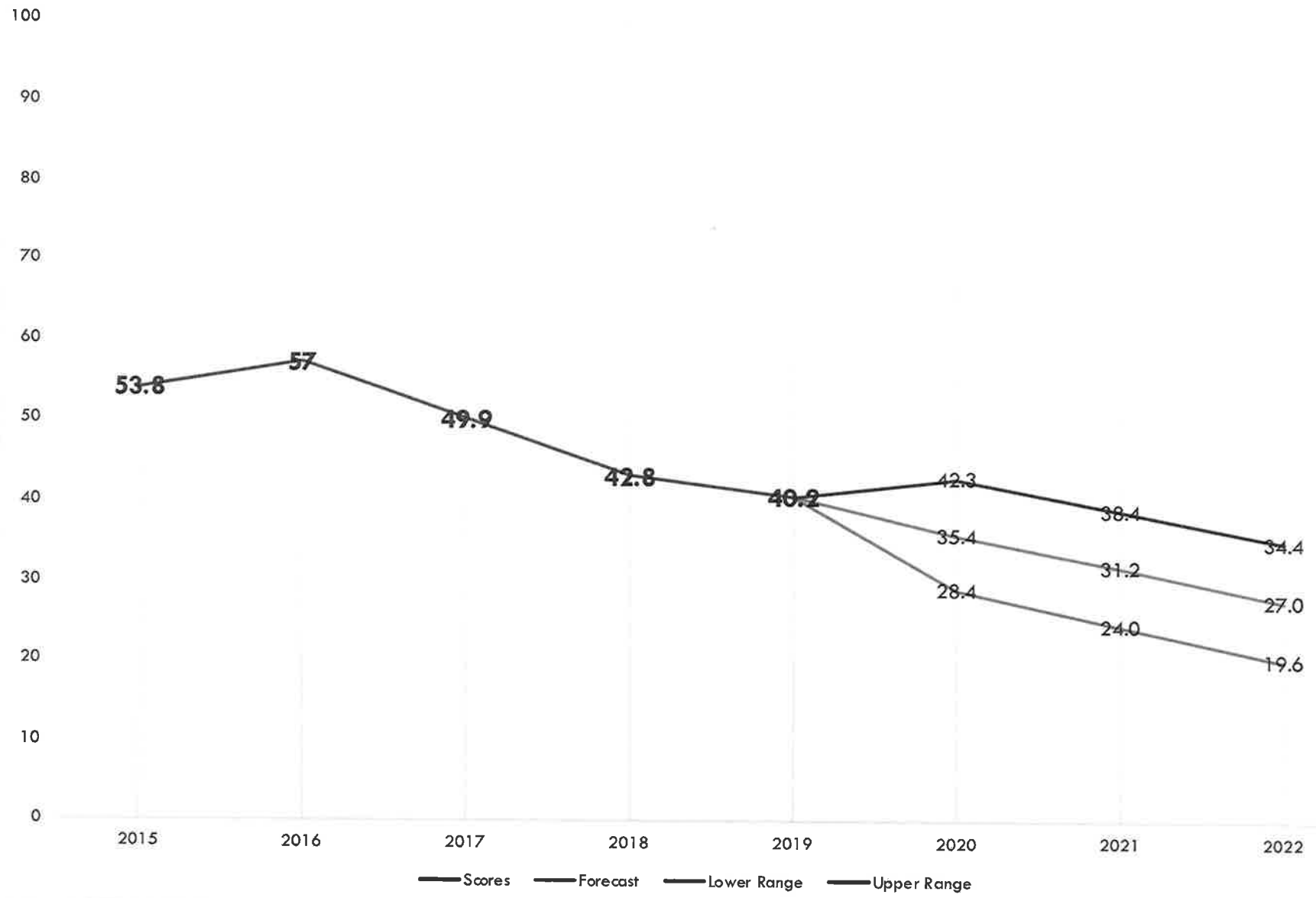




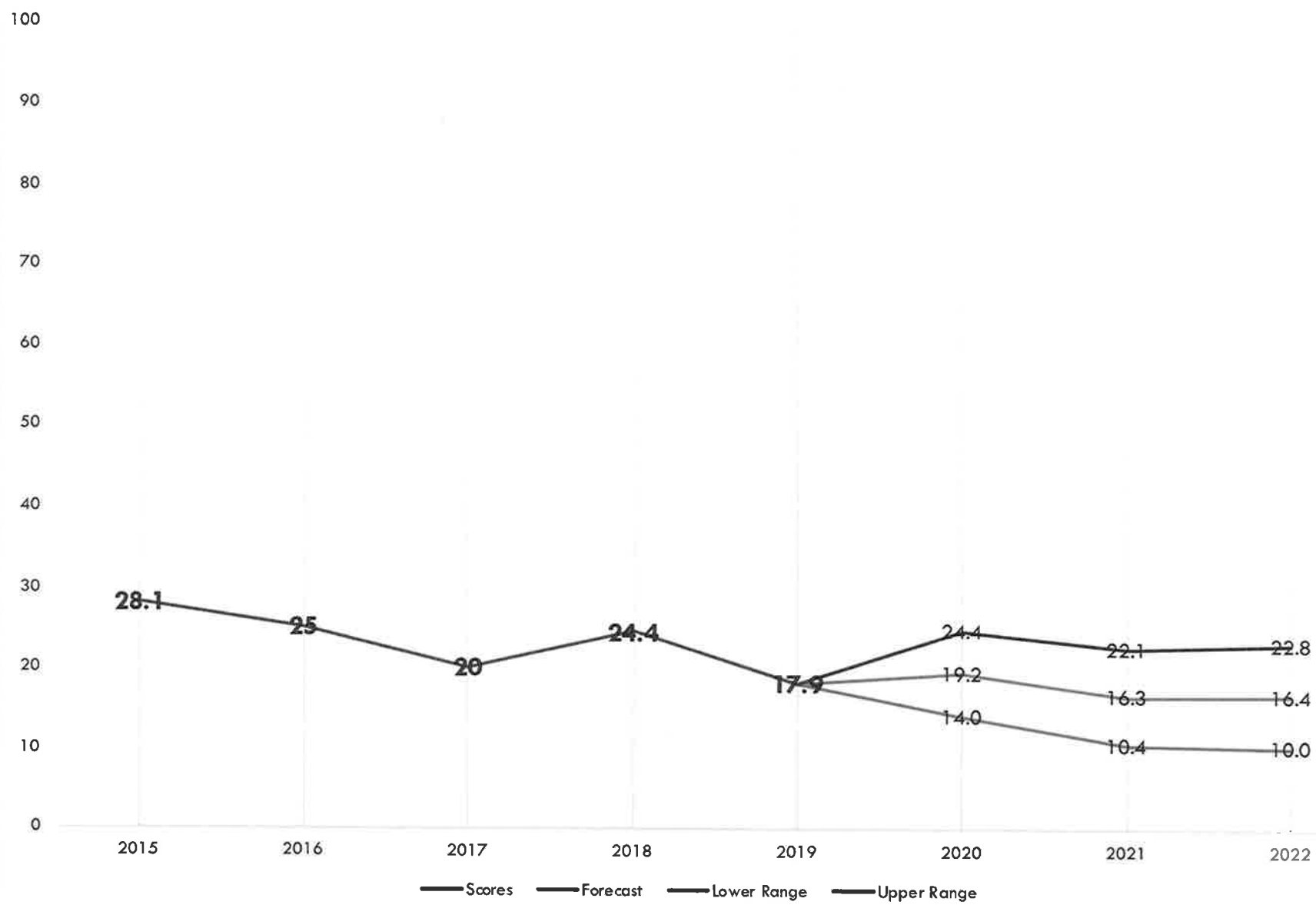
## Reading % Proficient & Distinguished - Two or More Races



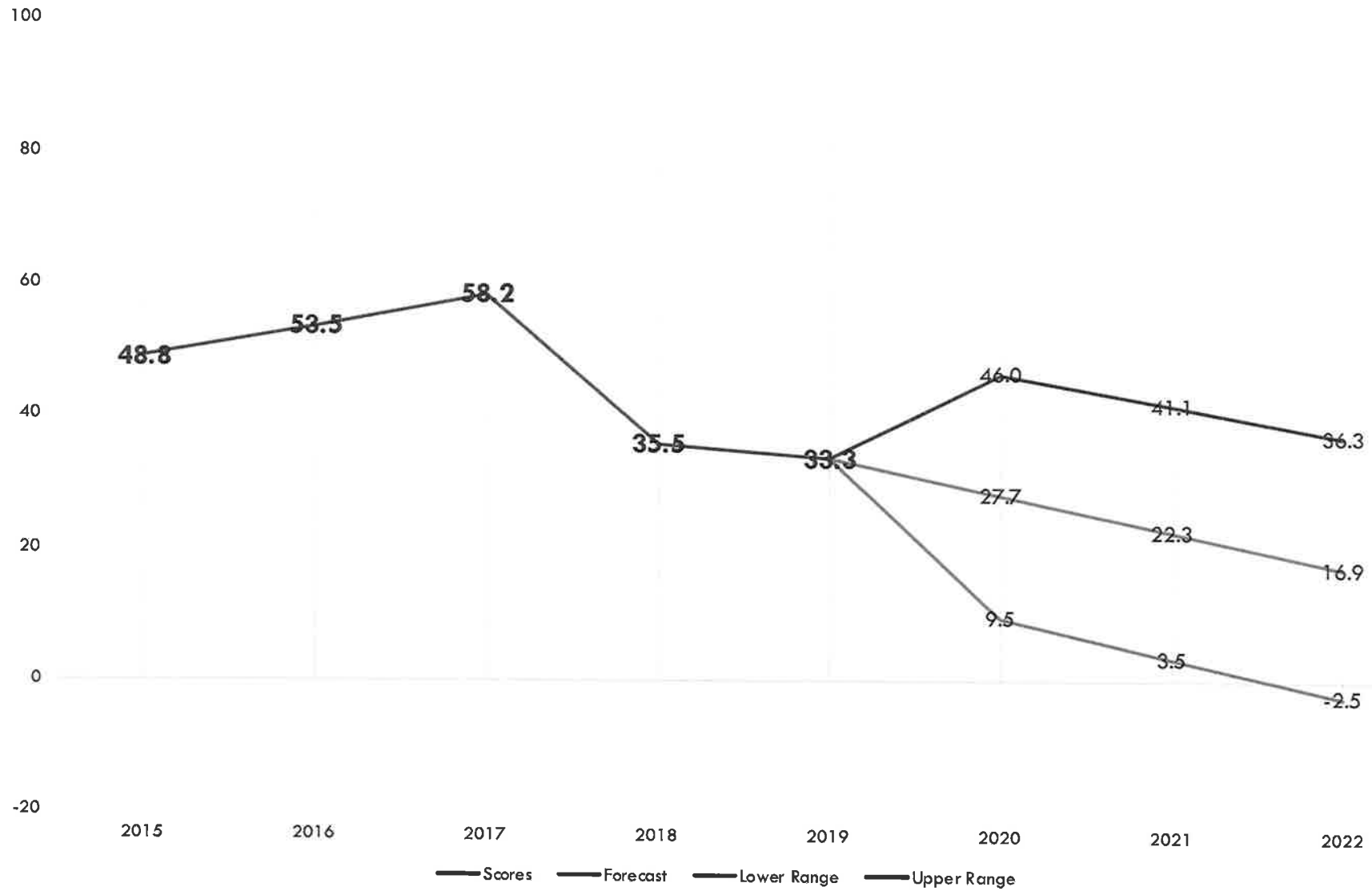
## Reading % Proficient & Distinguished - White



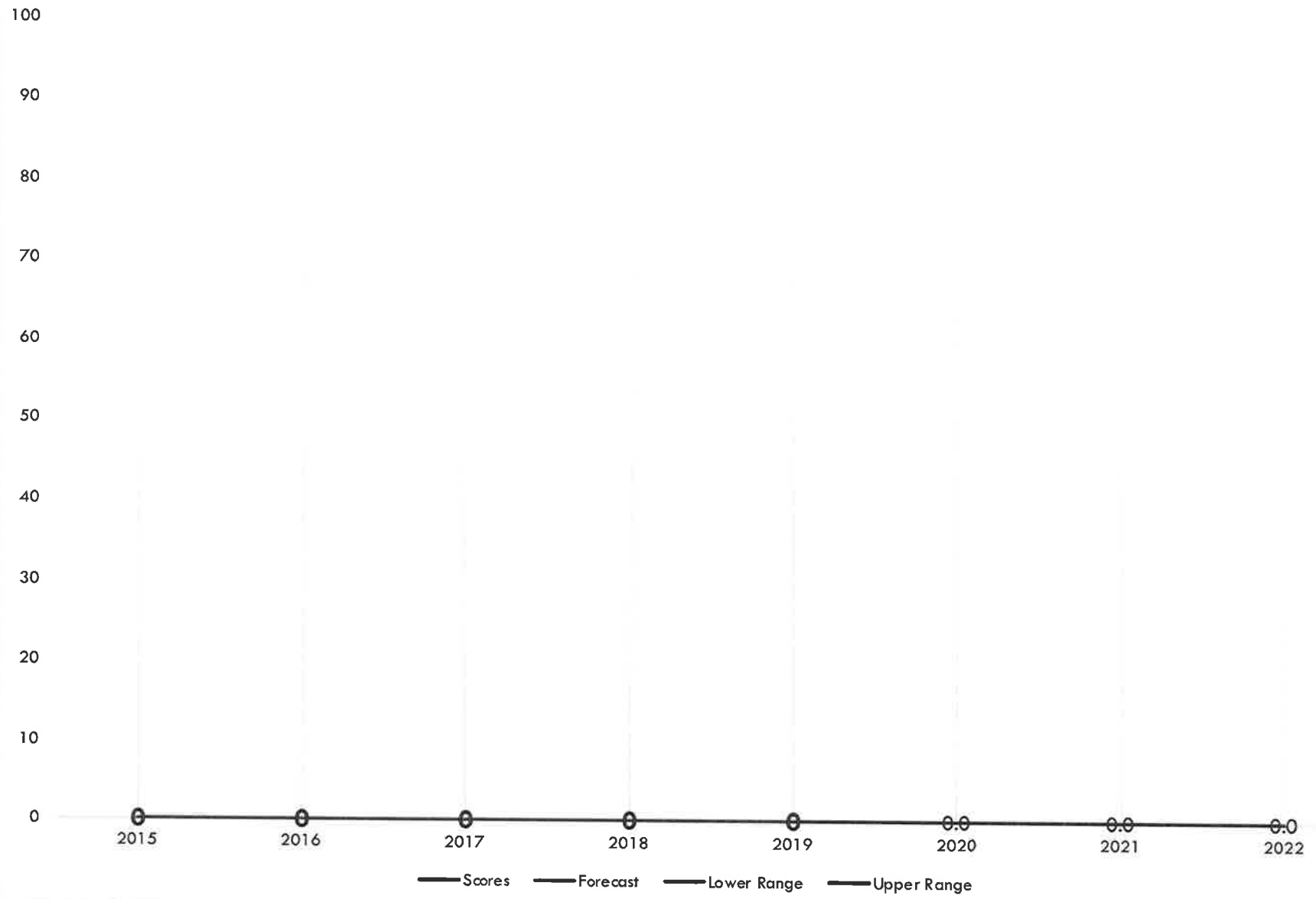
## Reading % Proficient & Distinguished - Disability



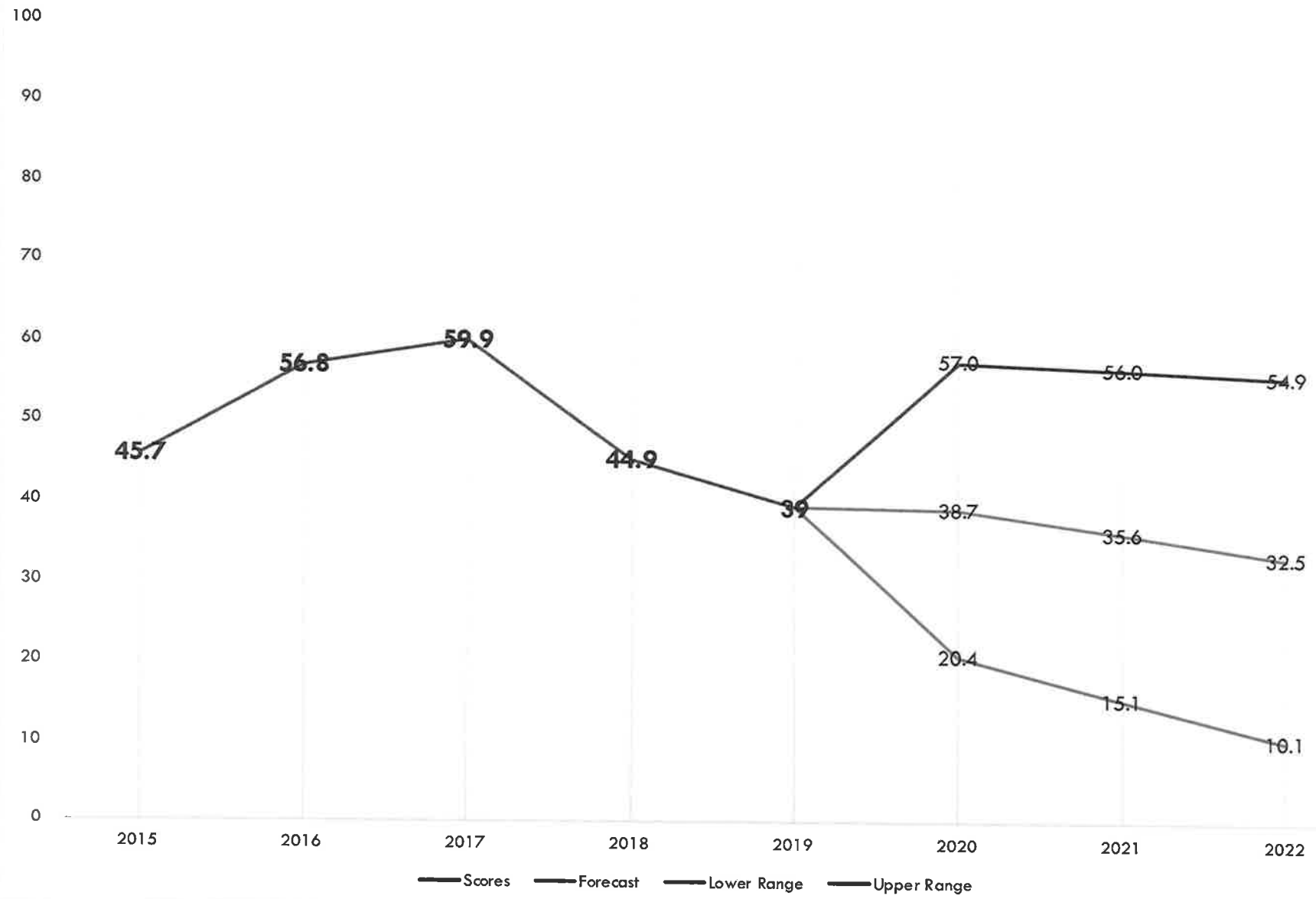
## Reading % Proficient & Distinguished - Economically Disadvantaged



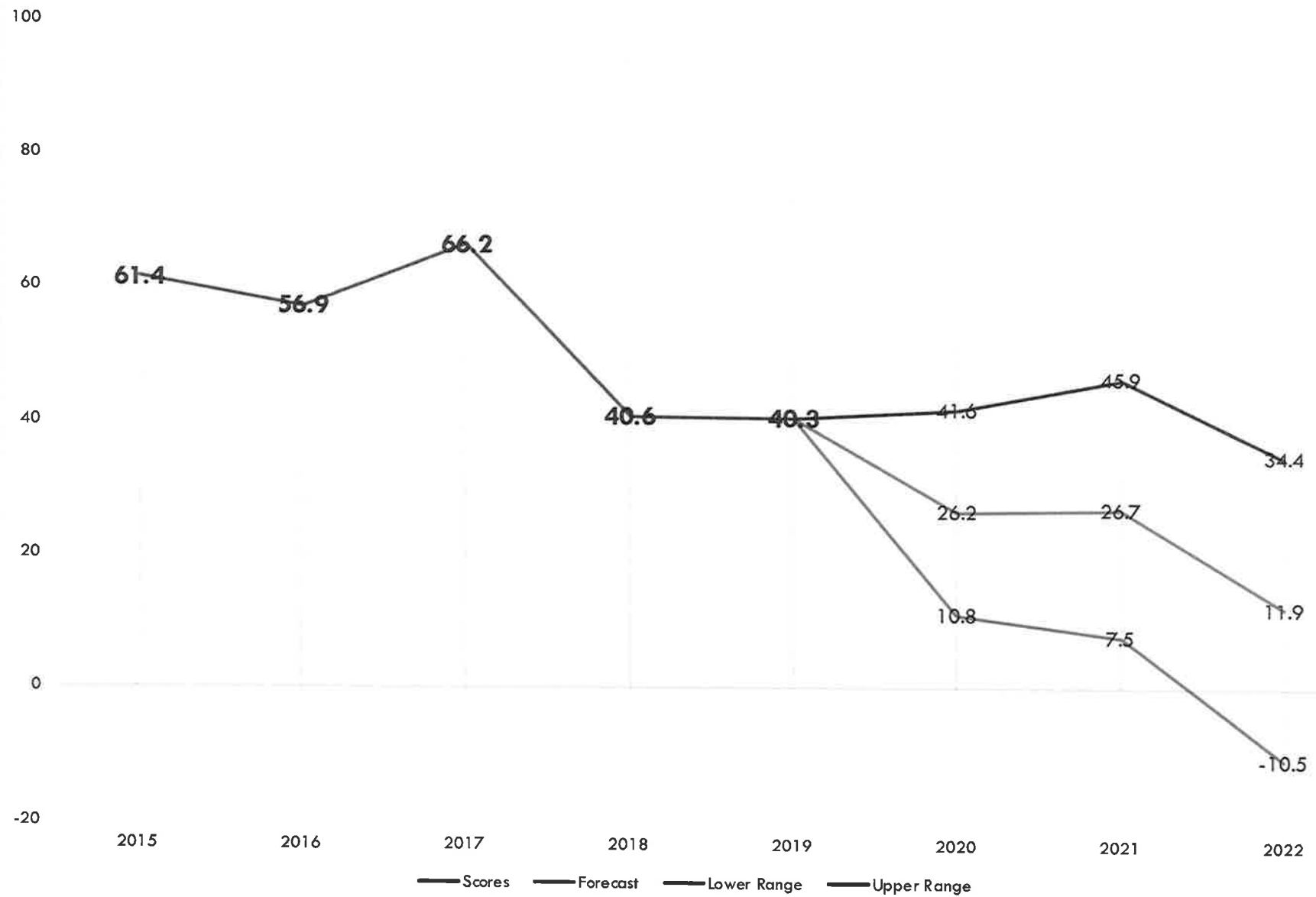
## Reading % Proficient & Distinguished - English Learner



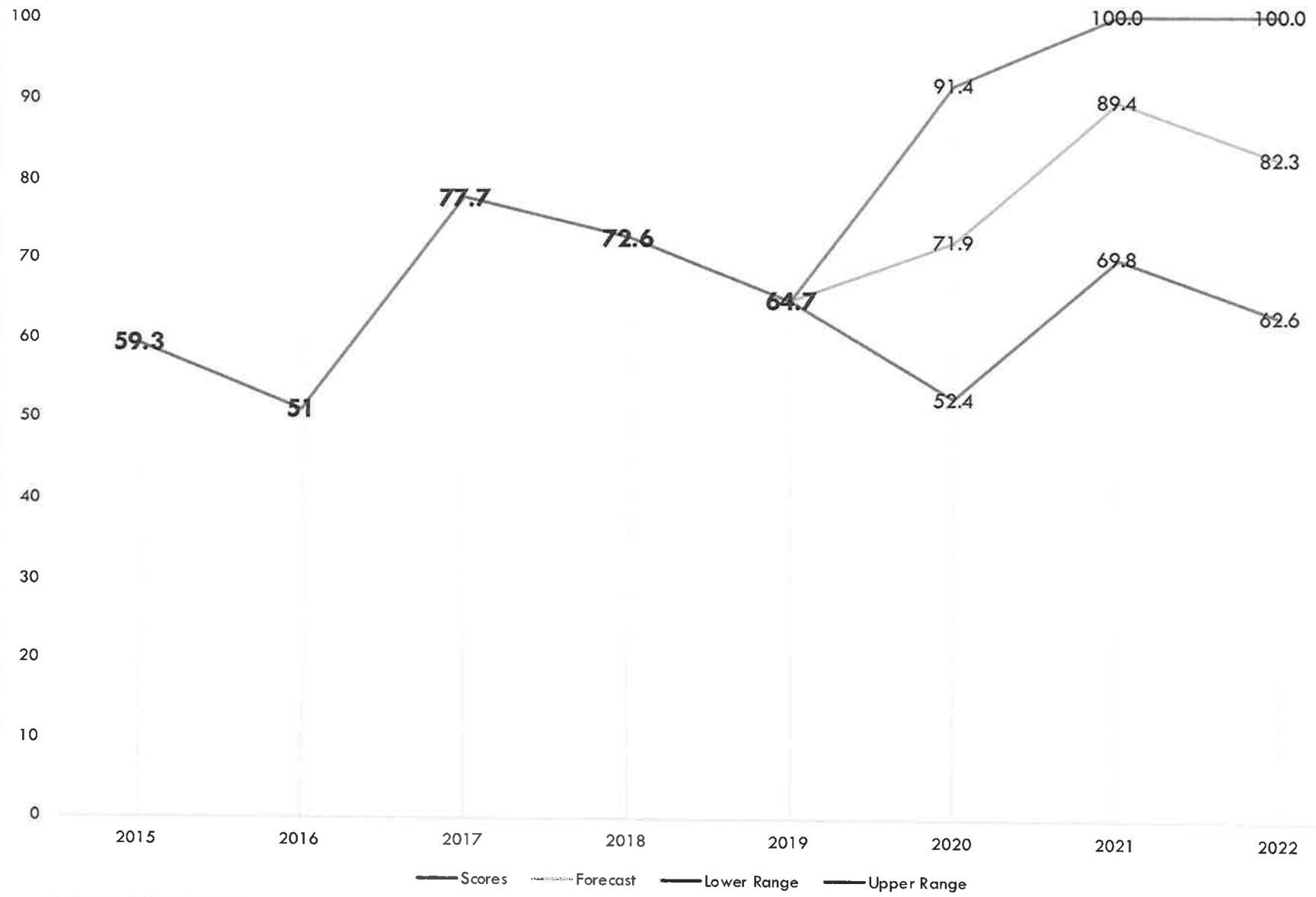
## Reading % Proficient & Distinguished - Male



## Reading % Proficient & Distinguished - Female



## Writing % Proficient & Distinguished - All Tested Students





# Key Elements of the Teaching and Learning Environment – Whitley County High School

Key Elements	Evidence
<p><b>KCWP 1: Design and Deploy Standards</b>            What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> <li>• State Standards have been implemented in all content areas and common assessments have been drilled down to individual questions to ensure they are matched and designed to test the standards. We want to ensure that standards are being covered and students reach proficiency.</li> <li>• Various curriculum documents exist in our Google Team Drives which have been developed to ensure each standard is addressed adequately.</li> </ul>
<p><b>KCWP 2: Design and Deliver Instruction</b>            What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<ul style="list-style-type: none"> <li>• Collaboration Teachers and SPED Teachers have received targeted professional development in the Co-Teaching model as part of our opening mandatory PD days for the 18-19 and 19-20 school years. These teachers meet regularly to ensure this model is being used to maximize instruction time and reach utmost effectiveness.</li> <li>• Our PD plan for the 21-22 school year included a focus on our new ViewBoard utilization and how to implement the equipment across curricula.</li> <li>• RTI = Response to Intervention: We have revamped our study skills math and reading classes to be more efficient. Students are identified and enrolled in these classes based upon their CERT data.</li> <li>• Our Transitional Algebra II course which 11<sup>th</sup> and 12<sup>th</sup> grade students will be enrolled in over a two-year period will replace our need for a separate study skills ACT course for junior students. In doing this, we have freed up time in upperclassman schedules to incorporate career pathway courses.</li> <li>• Horizontal and vertical alignment within all content areas is ongoing. Conversations are held regularly to discuss standards being covered, length of time for class instruction, modifications of assessments and novice reduction strategies, as well as re-teaching of concepts not mastered by students. PLC Teams and smaller content-specific groups of teachers discuss the whys and hows to address learning gaps and other issues as they arise.</li> <li>• Core content teams work collectively to create pacing guides and common assessments utilizing backward design.</li> <li>• Students use Chromebooks fluently. Although Chromebooks are a huge supplemental resource for our students, this piece of equipment is not meant to take the place of a teacher teaching students. One of the main take-aways from solely online school during the Covid shutdown period is the importance of in-seat instruction. No manner of online or virtual instruction can replace the leaning that occurs during face-to-face, in-seat instruction.</li> </ul>

## Key Elements of the Teaching and Learning Environment – Whitley County High School

	<ul style="list-style-type: none"> <li>• Google Classroom has become an integral part of our classrooms as a way to prevent complete instructional gaps when students have to be absent or the district must use NTI.</li> <li>• Teachers throughout the school use various software programs as resources to complement daily instruction. Some of the programs used are: <ul style="list-style-type: none"> <li>○ GoFormative</li> <li>○ IXL</li> <li>○ Reading Plus</li> <li>○ KUTA software</li> <li>○ TeacherMade</li> <li>○ This is not an all inclusive list</li> </ul> </li> </ul>
<p><b>KCWP 3: Design and Deliver Assessment Literacy</b></p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> <li>• Common Assessment data in all core content areas is shared monthly at PLC Team meetings and regularly within the content-specific PLC.</li> <li>• In assessing our SPED students, we continually monitor and review IEPs and make adjustments to accommodations for testing and daily instruction accordingly. The testing window is maximized to prevent a feeling of “rushing” through the process for our students and staff.</li> <li>• Curriculum documents such as unit plans, curriculum maps and common assessments are shared within our PLC teams and among the specific content/course teachers.</li> <li>• Item analysis and other data analysis of assessments for standards are key components to our PLC discussions.</li> </ul>
<p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> <li>• Incorporation of new resources with existing technologies (i.e. Google Classroom, Google Drive) is used 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.</li> <li>• We analyze data from KAS/KPREP, ACT, EOP assessments 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.</li> </ul>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> <li>• A Google Calendar is being utilized for scheduling all ARC meetings in order to streamline the process.</li> <li>• All content areas are continuing the “go digital process” with all department documents “living” on a Google Drive where they are constantly updated.</li> </ul>

Key Elements of the Teaching and Learning Environment – Whitley County High School

	<ul style="list-style-type: none"> <li>• All departments are continuing to align our assessments to reflect the possibility of all state testing being completed online.</li> </ul>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Co-teaching has been implemented between special needs teachers and core content regular education teachers.</li> <li>• PLC Team agendas are shared with all team members, school administrators, and district administrators and instructional coaches assigned to WCHS.</li> <li>• 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. Teachers are encouraged to participate, when the opportunity arises, in the development and review of standards. We want to stay current with the changes/revisions to the state assessments, standards, career pathways, etc.</li> <li>• 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. in order to provide the current content and timely feedback.</li> <li>• New English textbooks and new math textbooks are part of an overall strategy to ensure resources are aligned to state standards and students are exposed to the critical thinking/analysis skills and testing environments of state and national testing.</li> <li>• Professional Development and Professional Learning Days for Fall 2021 focused on: (1.) engaging students in the learning process, (2.) increasing the student’s awareness of how they process questions/problems/scenarios/content, (3.) how they reach a conclusion or answer, and (4.) how they present those answers to others.</li> <li>• CTIP is a new program to our district which mentors and provides support/resources to new teachers (1<sup>st</sup> year and those new to our district) to our district.</li> </ul>



## 2021-22 Phase Two: School Assurances

2021-22 Phase Two: School Assurances

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

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## 2021-22 Phase Two: School Assurances

### Introduction

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

### Federal Programs

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

☐ Yes

☐ No

☒ N/A

#### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

### Title I Programs

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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



☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

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

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Two: School Safety Report

2021-22 Phase Two: School Safety Report

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

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## 2021-22 Phase Two: School Safety Report

### School Safety Report

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

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

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

#### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes

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

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

Yes, August 3, 2021

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

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

Yes, August 10, 2021

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

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

Yes

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

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

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

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

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

Yes, drills were conducted when school was in-person.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2021-22 Phase Three: Professional Development Plan for Schools

2021-22 Phase Three: Professional Development Plan for Schools

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

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

See attachment

### **ATTACHMENTS**

#### **Attachment Name**



2021-2022 WCHS PD Plan


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

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

See attachment

#### **ATTACHMENTS**

##### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

#### **ATTACHMENTS**

##### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

#### **ATTACHMENTS**

##### **Attachment Name**


 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

## **ATTACHMENTS**

### **Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**

 2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**



2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**



2021-2022 WCHS PD Plan

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

See attachment

**ATTACHMENTS**

**Attachment Name**




2021-2022 WCHS PD Plan

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

N/A



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 WCHS PD Plan		<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4a</li> <li>• 4b</li> <li>• 4c</li> <li>• 4d</li> <li>• 4e</li> <li>• 4f</li> <li>• 4g</li> <li>• 4h</li> <li>• 5a</li> <li>• 5b</li> <li>• 5c</li> <li>• 5d</li> <li>• 5e</li> <li>• 5f</li> <li>• 5g</li> <li>• 5h</li> </ul>

1. What is the school's mission?

The mission of 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.

2. The needs assessment provides the framework for all schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities. Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225(3), what are the school's top two priorities for professional development that support continuous improvement?

According to the completed 2021-2022 Needs Assessment, the top two priorities for professional development must support continuous improvement in Proficiency and Achievement Gap which both entail reading and math.

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

Both of the top two priorities of professional development directly relate to school goals #1 Proficiency and #3 Achievement Gap.

4. For the first priority for professional development, complete the following:

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

Short Term: Objective 1: To increase the percentage of students scoring proficient/distinguished in reading from 35.7 to 42.5 by June 30, 2022.

Long Term: By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 35.7 to 56.1 and the percentage of all students scoring proficient/distinguished in math from 24.2 to 55.3.

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

Teachers will regularly utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based projects and events. 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. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.

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

Indicators of success will be measured by student proficiency (increased scores on state assessment and accountability) and teacher evaluations (via formal and informal observations, curriculum documents, PLC team collaborations, to name a few).

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

Math and English Teachers (SPED, Co-Teachers, Collaborators, RTI Teachers)

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

Students and Teachers

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

Staff is needed to provide professional development learning sessions. Funding is required to support professional learning, technology, resources and materials. Time is allotted within the school calendar for mandated professional development sessions.

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

Weekly Professional Learning Communities will meet to further implement strategies and activities. The district has implemented the Colonel Teacher Internship Program which supports new teachers through their first year of teaching. As part of this program, new teachers are partnered with a mentor who will become a person they can rely upon past the first year as well.

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

Within Team PLC Meetings, student work samples and common grade-level assessments will be discussed and analyzed for implementation and effectiveness of professional learning. Also, shared curriculum documents and other resources will be evaluated upon use for effectiveness. Supervising Principals will be responsible for the monitoring of these items. The frequency of data analysis will be on-going.

5. For the second priority for professional development, complete the following:

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

To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 6.1 to 17.5 by June 30, 2022. To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 6.1 to 19.8 by June 30, 2022.

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

To have an impact of student learning and thus student outcomes, teachers will regularly utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events. 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. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.

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

Indicators of success will be measured by student proficiency (increased scores on state assessment and accountability) and teacher evaluations (via formal and informal observations, curriculum documents, PLC team collaborations).

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

Math & English Teachers (SPED, Co-Teachers, Collaborators, RTI Teachers)

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

Students and Teachers

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

Staff is needed to provide professional development learning sessions. Funding is needed to support professional learning, technology, resources and materials. Time is allotted within the school calendar for mandated professional development sessions.

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

Weekly Professional Learning Communities will meet to further implement strategies and activities.

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

Within Team PLC Meetings, student work samples and common grade-level assessments will be discussed and analyzed for implementation and effectiveness of professional learning. Also, shared curriculum documents and other resources will be evaluated upon use for effectiveness. Supervising Principals will be responsible for the monitoring of these items. The frequency of data analysis will be on-going.

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

N/A



## 2021-2022 Phase Three: Comprehensive School Improvement Plan

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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## 2021-22 Phase Three: Comprehensive School Improvement Plan

### Rationale

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

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

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

### Using the Comprehensive School Improvement Plan Template

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

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

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

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

See Attachment

### **ATTACHMENTS**

#### **Attachment Name**



2021-2022 WCHS Comprehensive Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

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

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


**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

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

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 WCHS Comprehensive Improvement Plan		.

# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

## Operational Definitions

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

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

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

<b>Goal:</b> Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 56.2% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 51.7% in 2022 and 56.2% in 2026.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curriculum gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as MAP, Common Assessments, a	8/2021—5/2026  PLC and SBDM Minutes	\$0 – No Funding Required
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual instructional goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP, common assessments, and K-Prep	8/2021—5/2026  Data Notebooks and PLC Minutes	\$0 – No Funding Required
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curriculum maps and instructional materials are aligned with common core standards.	Summative assessment measures, such as MAP, Common Assessments, and K-Prep	8/2021—8/2026  PD Logs, Teachers’ Meeting Agendas, and PLC Minutes	\$0 – No Funding Required
	3.Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21 <sup>st</sup> CCLC program to provide remediation, homework help, and enrichment for all students through	Growth & achievement, as measured by MAP, Common Assessments, and K-Prep	8/2021—5/2026  21 <sup>st</sup> CCLC Program offerings and attendance	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant

Goal 1: Increase reading proficient/distinguished students from 50.2% in 2021 to 56.2% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		before-school, after-school, and summer school programs.			
		B. Teachers will use Study Island, IXL Language, Google Classroom, Read Theory, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and to provide more individualized instruction to all students.	Summative assessment measures, such as MAP, Common Assessments, K-Prep, and attendance in 21 <sup>st</sup> CCLC	8/2021—5/2026  Lesson Plans and Formal/Informal Observations	\$0 – No Funding Required

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 22.7% in 2021 to 24.2% in 2022 and 28.7% in 2026, 66.5% in writing to 68% in 2022 and 72.5% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science to 28.7%; and in writing to 72.5% by 2026.	1. Review, Analyze and Apply Data	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2021—5/2026  Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Students will complete several labs and assessments throughout the school year in science and social studies. Also scrimmages conducted throughout the school year where students are asked to complete each subject with a writing assignment included.	Student growth, Common Assessment Data, Scrimmage results	On-going  Progress monitoring data	\$0 – No Funding Required
		C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2021—5/2026  PLC minutes and Progress monitoring data	Title I funding
		D. Teachers are posting lessons to google classroom each day to accommodate students that are quarantined due to Covid and students that are sick.	Common Assessments and MAP data	On-going	\$0 – No Funding Required
	2. Design, Align and Deliver Support	A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going  Student data notebooks and teacher schedules	Title I funding
		B. Teachers will collaborate with their peers, instructional leaders, and district	Student growth as evidenced by MAP,	On-going	\$0 – No Funding Required



Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 22.7% in 2021 to 24.2% in 2022 and 28.7% in 2026, 66.5% in writing to 68% in 2022 and 72.5% in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	AIMS Web Plus, Common Assessments, classroom data, and K-Prep	Lesson Plans, PLC minutes, and Formal/Informal observations	
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going  Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 <sup>st</sup> CCLC staff will collaborate with classroom teachers, RTI, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going  MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant
		E. Family Resource Center staff, along with 21 <sup>st</sup> CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going  Survey results and Sign-in sheets for 21 <sup>st</sup> CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own	Student achievement and growth, as evidenced by	On-going  Survey results and	\$0 – No Funding Required

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.	MAP and K-Prep; data from Tell KY Survey	Sign-in sheets for 21 <sup>st</sup> CCLC, FRC, and school events	

3: Achievement Gap

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, math, and language in order to place students in Intervention Math or Intervention Reading, to plan for instructional differentiation, and to identify students in need of RTI.	Student growth, as evidenced by MAP and Common assessments	9/2021—5/2026 Progress Reports for students receiving services	\$0 – No Funding Required
		B. Students identified as at-risk in reading, math, and/or language will be screened using AIMS Web Plus to determine level of need for RTI, and progress monitoring will be used to assess further need for intervention.	Student growth, as evidenced by MAP & AIMS Web Plus measures and data provided through progress monitoring	On-going Progress monitoring data	\$0 – No Funding Required
		C. Teachers will collaborate with Title I and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	9/2021—5/2026 PLC minutes and Progress monitoring data	Title I funding
	2. Design, Align and Deliver Support				
		A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Intervention services will be provided.	Growth in student data as provided by MAP, AIMS Web Plus, Common Assessments, Classroom Data, and K-Prep	On-going Student data notebooks and teacher schedules	Title I funding
		B. Teachers will collaborate with their peers, instructional leaders, and district specialists to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web Plus, Common Assessments, classroom data, and K-Prep	On-going Lesson Plans, PLC minutes, and Formal/Informal observations	\$0 – No Funding Required

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Pin Point Math, Read Theory, Flocabulary, News ELA, Google Classroom, and BrainPOP will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going  Lesson Plans and Formal/Informal observations	\$0 – No Funding Required
		D. 21 <sup>st</sup> CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth, as evidenced by MAP and K-Prep.	On-going  MAP, STAR Reading, K-Prep results	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant
		E. Family Resource Center staff, along with 21 <sup>st</sup> CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going  Survey results and Sign-in sheets for 21 <sup>st</sup> CCLC, FRC, and school events	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress	Student achievement and growth, as evidenced by MAP and K-Prep; data from Tell KY Survey	On-going  Survey results and Sign-in sheets for 21 <sup>st</sup> CCLC, FRC, and school events	\$0 – No Funding Required

Goal 3: Increase math proficiency rates for all students in the Gap Group (free-reduced) from 27.7% in 2021 to 33.7% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies.			

4: Growth

Goal 4: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% in 2023.	1. Design, Align, and Deliver	A. Students will be actively engaged in a mathematics curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with MIT, Title I Interventionist, Special Education teachers, and the District Math Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	\$1,500 – General Fund; \$1,500 – 21 <sup>st</sup> Century Grant
		B. Students will be actively engaged in a reading curriculum that is rigorous and aligned with common core standards. Teachers will collaborate with RTA, Special Education teachers, and the District Reading Coach to provide research-based teaching strategies and differentiation for students performing at all levels.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	\$0 – Math Achievement Fund
		C. Teachers will use IXL, Study Island, IReady, Wordly Wise, Google Classroom, Read Theory, Flocabulary, News ELA, Google Classroom, and Brain POP to supplement math and reading instruction in order to extend learning, provide remediation and enrichment, and increase student engagement.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
	2. Review, Analyze and Apply Data	A. Teachers will meet weekly in PLC meetings to analyze student performance and adjust in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required

Goal 4: Increase the average combined reading and math growth in grades 7-8 from a growth indicator of 40.4% in 2021 to 43.4% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will analyze MAP data after the Fall, Winter, and Spring assessment windows to identify students in need of intervention, adjust instructional plans, and make placement decisions. Students failing to make adequate progress will be referred for intervention programs, such as small group work with interventionists, RTI, or extended learning through the 21 <sup>st</sup> CCLC program.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks	\$0 – No Funding Required
		C. 21 <sup>st</sup> CCLC program managers will work with classroom teachers to plan before school, after school, and summer school programs to address student needs and promote growth for students performing at all levels. MAP, and K-Prep data will be used to identify instructional needs.	MAP, formative and summative assessment data, K-Prep results, data notebooks, and PLC minutes  Scrimmage Test Results	August 2021 –May 2023 KPREP scores, MAP scores, and Data Notebooks  December 2021-May 2023 Scrimmage test data and PLC Minutes	\$1,000 – General Fund \$1,000 – 21 <sup>st</sup> Century Grant
	3. Design and Deliver Assessment Literacy	A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and will use findings to adjust instructional practices as needed	Scrimmage Test Results	December 2021-May 2023 Scrimmage test data and PLC Minutes	

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



5: Transition Readiness

Goal 5: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 85.8 in 2021 to 87.8 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 85.8 in 2021 to 87.8 in 2023.	1. Design and Deliver Instruction	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Student growth as measured by MAP, Common Assessments, and K-Prep	8/2021—5/2023  Data Notebooks and PLC Minutes	\$0 – No Funding Required
		B. Teachers in all grade levels will use IXL and Study Island to extend practice in Language Mechanics and Writing, to provide differentiation for all students, with remediation for struggling learners and enrichment for students who excel an integral part of meeting the needs of individual students.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23  Data notebooks, IXL reports, and Scrimmage Test results	\$0 – No Funding Required
	2. Design, Align and Deliver Support	C. Teachers will meet weekly in PLC meetings to analyze student performance and make adjustments in instructional plans and strategies. They will use this time to also engage in professional development to learn new strategies to address student difficulties and to maximize instructional effectiveness.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23  Data notebooks and Scrimmage Test results	\$0 – No Funding Required
		A. All students in Grades 7 and 8 will participate in a testing scrimmage each semester. The scrimmage will include subjects tested at each grade level, will be formatted and timed in a manner similar to K-Prep testing, and will be scored and reviewed with students to provide feedback. Teachers will analyze results to assess individual weaknesses and curricular gaps and	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23  Scrimmage Test results and PLC Minutes	\$0 – No Funding Required

Goal 5: Increase the percentage of students who are academic, career, and EL ready by increasing the average proficiency and separate academic indicators from 85.8 in 2021 to 87.8 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Design and Implement Career Goals	will use findings to adjust instructional practices as needed.			
		B. Students will track their progress in writing and in grammar mechanics, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. These strategies will increase student engagement, self-awareness, and motivation. MAP scores will be analyzed and students will be placed in Pin Point and Intervention Reading to meet their individual needs.	Student achievement on K-Prep, MAP Assessments, Scrimmage Tests, and classroom tasks	8/21-5/23  Data notebooks	\$0 – No Funding Required
		A. Students take College and Career Readiness. This class is aligned with state standards for career readiness.	Each student must complete an Individual Learning Plan	8/21-5/23	\$0 – No Funding Required
		B. All students participate in the Reality Fair.	Students must complete pre and post assessment.	8/21-5/23	\$0 – No Funding Required

6: Graduation Rate

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

7: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

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

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

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

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

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

2021-22 Phase Three: Executive Summary for Schools

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



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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

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

See Attachment

### **ATTACHMENTS**

#### **Attachment Name**



Description of 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**



School 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**



Achievements & Improvements

Additional Information

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

N/A

#### Additional Information

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

See Attachment





#### **ATTACHMENTS**

##### **Attachment Name**



Additional Info

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievements & Improvements		.
 Additional Info		.
 Description of School		.
 School Purpose		.

## Notable Achievements and Areas of Improvement

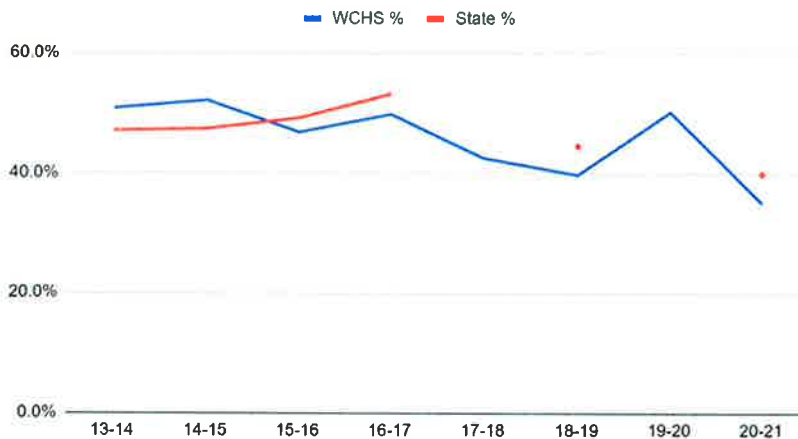
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

### Notable Achievements

#### 2020-2021

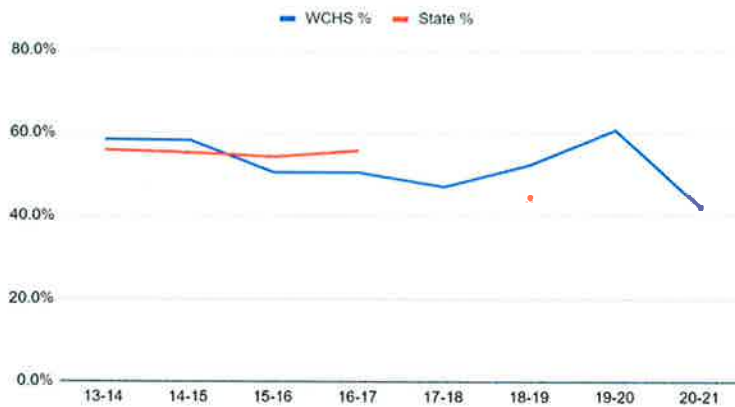
In the years prior to 2020-2021, we have seen an upward trend overall in our accountability data for several areas (refer to the charts below). We believe that barring COVID, the trend would have continued and will begin again starting with this school year.

#### ACT Reading



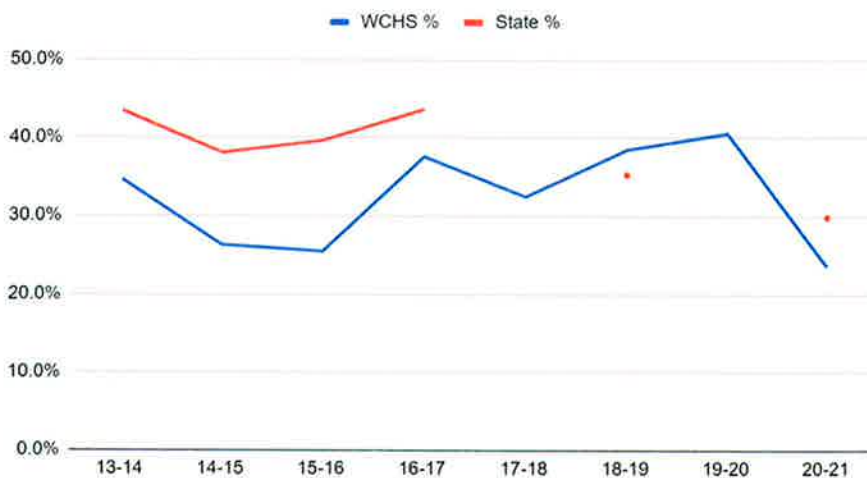
ACT Reading		
Year	WCHS %	State %
13-14	50.8%	47.1%
14-15	52.1%	47.4%
15-16	46.8%	49.2%
16-17	49.8%	53.2%
17-18	42.5%	
18-19	39.7%	44.5%
19-20	50.2%	
20-21	35.0%	39.9%

## ACT English



ACT English		
Year	WCHS %	State %
13-14	58.5%	55.9%
14-15	58.3%	55.3%
15-16	50.5%	54.3%
16-17	50.5%	55.8%
17-18	47.1%	
18-19	52.4%	44.5%
19-20	60.8%	
20-21	42.3%	42.3%

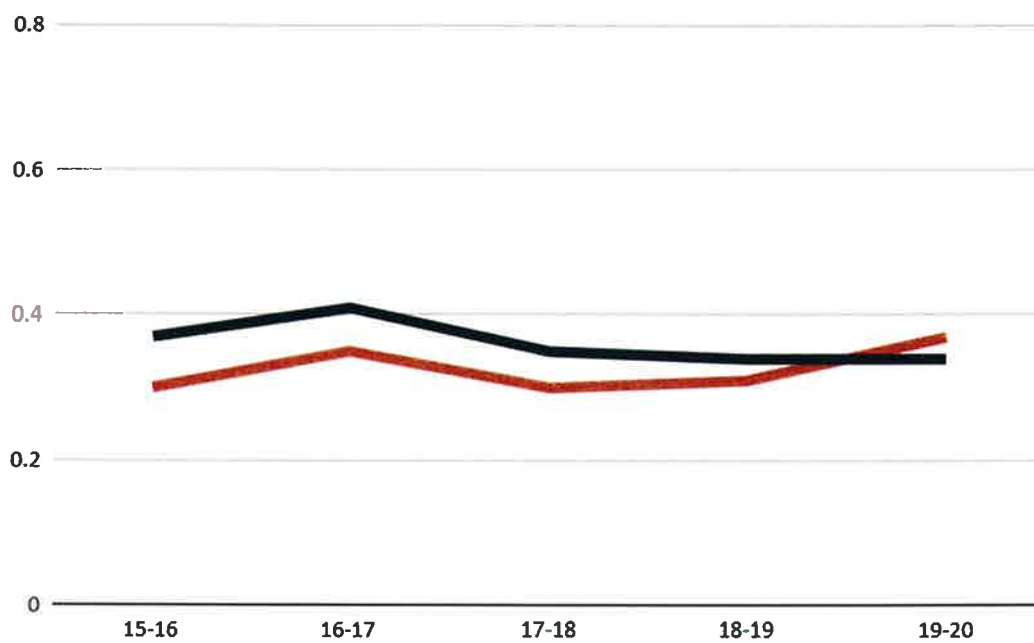
## ACT Math



ACT Math		
Year	WCHS %	State %
13-14	34.7%	43.5%
14-15	26.3%	38.1%
15-16	25.5%	39.7%
16-17	37.6%	43.7%
17-18	32.5%	
18-19	38.5%	35.3%
19-20	40.6%	
20-21	23.6%	29.9%

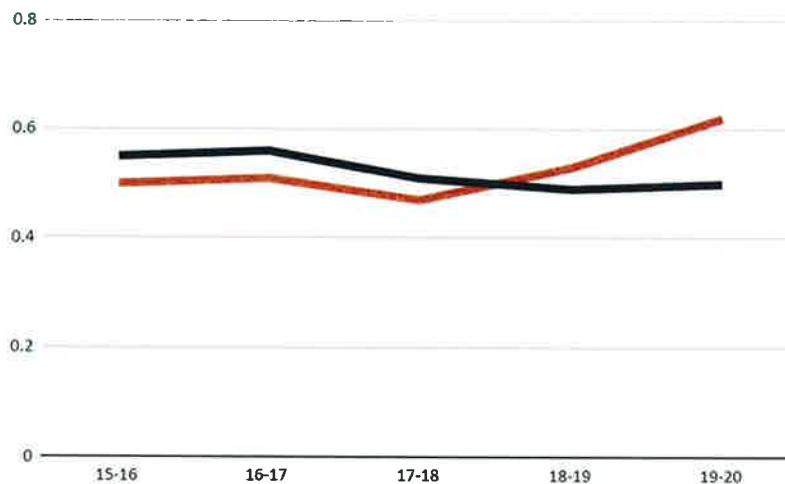
### 2019-2020

## WCHS % Meeting Reading ACT Benchmark



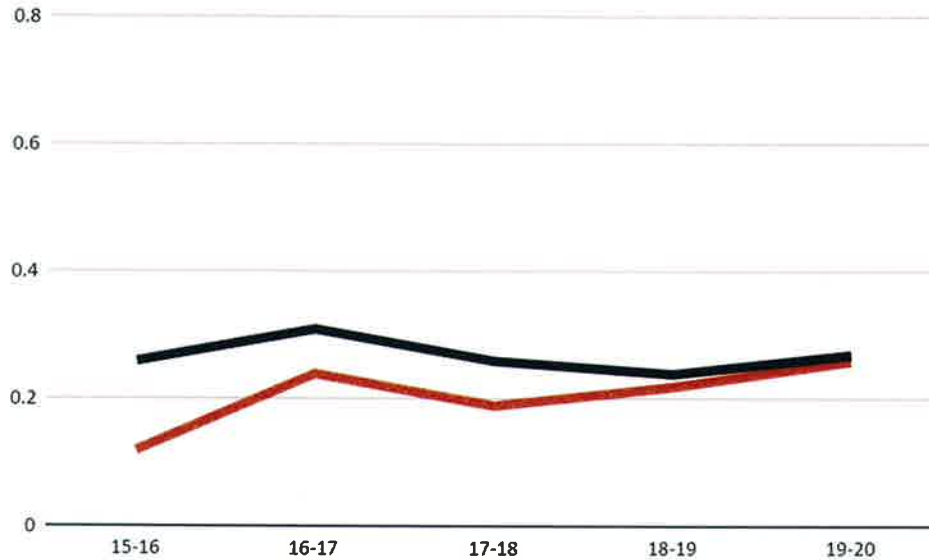
- ACT Reading – Percent of students meeting benchmark in the five-year trend data has moved from 30 to 37.
- ACT Reading – WCHS surpassed the state average by 3 percentage points.

### WCHS % Meeting English ACT Benchmark



- ACT English – Percent of students meeting benchmark in the five-year trend data has moved from 50 to 62.
- ACT English – WCHS surpassed the state average by 12 percentage points.

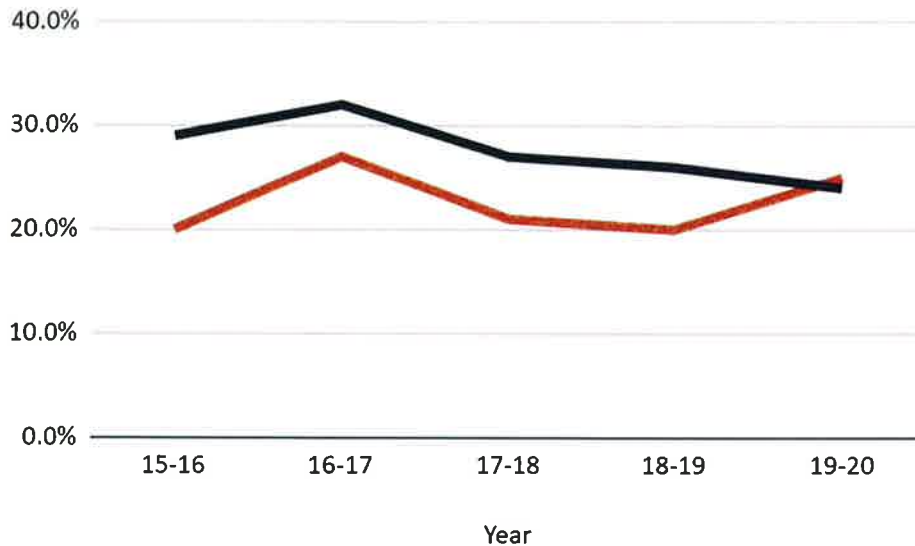
### WCHS % Meeting Math ACT Benchmark



- ACT Math – Percent of students meeting benchmark in the five year trend data has moved from 12 to 26.



## WCHS % Meeting Science ACT Benchmark



- ACT Science – Percent of students meeting benchmark in the five year trend data has moved from 20 to 25.
- ACT Science – WCHS surpassed the state average by 1 percentage point.
- The chart below shows ACT Benchmark data for the last five years.

Junior ACT Reading			Junior ACT Math		
Year	WCHS %	State %	Year	WCHS %	State %
15-16	30.0%	37.0%	15-16	12.0%	26.0%
16-17	35.0%	41.0%	16-17	24.0%	31.0%
17-18	30.0%	35.0%	17-18	19.0%	26.0%
18-19	31.0%	34.0%	18-19	22.0%	24.0%
19-20	37.0%	34.0%	19-20	26.0%	27.0%
Junior ACT English			Junior ACT Science		
Year	WCHS %	State %	Year	WCHS %	State %
15-16	50.0%	55.0%	15-16	20.0%	29.0%
16-17	51.0%	56.0%	16-17	27.0%	32.0%
17-18	47.0%	51.0%	17-18	21.0%	27.0%
18-19	53.0%	49.0%	18-19	20.0%	26.0%
19-20	62.0%	50.0%	19-20	25.0%	24.0%

## **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.

### **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

**4 Year Graduation Rate = 96.5**

**Opportunities for Continued Improvement**

Our Students w/Disability gap group continues to be our greatest priority/concern. The accountability data from the last several years showed in the four areas of accountability this group of students scored significantly below their peer groups of All Students.

**The following data is from the 2018-2019 accountability cycle.**

**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

## **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 12 years, we have had 58 students selected as Governor's Scholars.
- Our National Honor Society has over 374 historical members.
- We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.
- During the 2021 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

\*\*\*\* One-year scholarships totaled approximately \$422,000 awarded to WCHS students.

\*\*\*\* Four-year scholarships totaled approximately \$1,600,000 awarded to WCHS students.

- AmeriCorp has placed a College and Career Readiness Coach at WCHS seven consecutive school years.
- Several of our extra-curricular clubs and organizations participate, place, and win district, regional, state and national competitions.
- 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, chorus, and band. We have an annual choral and instrumental concert, and several drama performances throughout the school year.
- Class officers are elected by popular vote after campaigning.
- 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 have hosted an Annual Community Thanksgiving in which students and other volunteers prepare and serve a Thanksgiving meal to all who attend.
- We have hosted an Annual Veteran's Day Breakfast and Celebration Ceremony for all area Veterans.
- We have hosted 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 annually inducts members.
- Our Food Service Program provides free meals (breakfast and lunch) to all students including an afterschool snack.
- Several WCHS female students participated in the Young Women LEAD Conference in March 2019.
- Two students attended the Gatton Academy in 2019-2020, one student attended in 2020-2021, and one is attending this school year. (2021-2022)
- Construction has begun on a new Career & Technical Education facility which will house at least two new pathways (Electrical Construction Engineering and Residential Carpenter Assistant).
- We have a full-time school nurse in our building as well as access to a school clinic on campus.

## **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 Post-Secondary 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 and believes firmly in Colonel P.R.I.D.E. (Purpose, Respect, Integrity, Determination, and Excellence).

**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, Kentucky Junior Historical Society, 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), E-sports, Bass Fishing.

**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, Colonel Crafts, Foreign Language Club, ARK Club - Acts of Random Kindness, Science Club, Music Club, Band, Weightlifting/Fitness Club, Leadership Experience (FCCLA), Skills & Drills (JROTC), Cricut Club and Parental Involvement Opportunities (FAFSA Workshops, Parent Nights, Art, and more).