



2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W

Williamsburg, Kentucky, 40769

United States of America

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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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.

Susan Brashear, Principal

09-12-2022



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Description of the School

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

Whitley Central Intermediate School is located on main campus off 25W in Williamsburg near the Goldbug Community, which resides in Whitley County. Whitley Central Intermediate School was established in 2003. Williamsburg is located 15 miles from the Tennessee state line. The county has a population of approximately 36,712 people. It is 92% white, 1.5% black, 0.2% Native American, 0.5% Asian, Hawaiian .02%, 1.8% Hispanic, and .7% other. The median household income is \$39,258 - well below the state average of \$52,238. Of the county's population, 20.8% is below the poverty level. This is much higher than the 16.6% state average. 76% of our student are economically disadvantaged. The Intermediate School services 469 students in grades 3-6. 24.7% of the students qualify for some type of special education service.

The students are served by 34.5 FTE educators, which includes a librarian, 6.5 special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher, and an arts and humanities teacher. The students are also served by one principal, a speech/language pathologist, a family resource director, a school nurse, one counselor, two office clerks, seven cooks, and four custodians. Whitley Central Intermediate School is governed by a School Based Decisions Making Council.

The Accelerated Reader (AR), Read to Achieve, Math Intervention, and Save the Children, and 21st Century programs are integral parts of our curriculum. Our facility hosts the Save the Children and 21st Century programs, which provide after school enrichment in reading and math for students four days a week. Students are also provided tutoring services 4 days each week.

Whitley Central Intermediate is continually looking for ways to involve and be involved in community events and activities. When we are not in a pandemic, our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project, Veterans' Day Breakfast, monthly Family Math and Reading Nights, and our Community Wide Thanksgiving Meal in which teachers, students, parents and community members come together to host a wonderful meal for our community. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, local college athletes, and local health department share information about careers for career fair, emergency preparedness, and hygiene information.

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 Whitley Central Intermediate School (WCIS) staff believes that every student can learn. It is our responsibility to enhance student learning. Through the partnership of parents, communities, and educators, our goal is that students will acquire the essential skills and knowledge necessary for them to function as productive citizens. It is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts and humanities and practical living and career studies.

We are proud of the opportunities afforded to ALL students at Whitley Central Intermediate School. After-school activities include tutoring and reading/math enrichment through Save the Children and 21st Century programs. WCIS is a Title I school using funds to offer Math and Reading Intervention through small group pull outs. Community resources including the University of the Cumberlands, local banks, and other community businesses are used to enhance the curriculum through presentations, collaborative efforts, and field trips. Additional programs include Read to Achieve Intervention teacher, Math Intervention teacher, Save the Children, and Family Reading/Math Nights. Our Save the Children program has been recognized as one of the top in the nation receiving the Gold Star Award. Classes are conducted so that gender bias is eliminated.

The school uses standards and guidelines as well as rules, goals, and expectations that ensure equality for all students. WCIS is fortunate that our district provides a math intervention teacher, and we receive the Read to Achieve (RTA) Grant funding that provides a reading intervention teacher. This provides our school with a full-time RTA teacher and MIT teacher who service third grade students in a small group setting who are at risk of falling below grade level but do not receive special education services. Students who require more challenge to further excel are offered monthly Gifted and Talented Services.

WCIS uses a variety of services and modes to deliver instruction in every classroom. Each student has the opportunity to utilize a Chromebook during in seat classes. Every teacher has a Google Classroom, and the school as a whole has access to educational and supplemental programs like Accelerated Reader, Epic, Edgenuity, IXL, Extra Math, and Study Island just to name a few. The school has four highly qualified educators to facilitate RTI services to targeted groups based on assessment data. Additionally, the school's Save the Children program provides supplemental support to struggling readers during school and in after-school and summer settings. Our 21st Century Grant offers academic enrichment opportunities that complement the students' regular academic programs during non-school hours. Both Save the Children and 21st Century programs assist students in meeting state standards in core academic subjects, i.e., reading and mathematics, all while offering support to families.

The school has incorporated Chromebooks 1:1 in daily instruction as tools during whole group and small group instruction and to access educational programs available to our students. Furthermore, all teachers including homeroom, special

education, physical education, science lab, fine arts, as well as the media specialist, interventionists, and instructional assistants can utilize the Chromebooks as an additional resource to enhance instruction and learning.

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 – Whitley Central Intermediate School

In previous years, Whitley Central Intermediate (WCIS) has made several notable achievements in multiple areas which includes earning the title of School of Distinction for two consecutive years and the new rating of 4 Star School. Based on 2018-2019 KPREP data, our school maintained high rates of proficient and distinguished and maintained low percentages of students scoring novice. Only 5.6% of our student population scored novice in reading and 2% in math. The number of students scoring novice in reading and math in the gap groups was also very low.

In past years our KPREP proficiency data reflected increasing rates of proficient and distinguished in the areas of reading and math in all grade levels, as a result of students learning in a non-traditional or homeschool for the last two years our proficient/distinguished scores, as expected, were much lower than what they normally are.

While our data is very different from what we are used to having, a strength/leverage is that for the 2020-2021 our school's proficiency percentages in reading and math were higher than our district and state averages. Our novice percentages were also lower than the district and state averages. Our school's KPREP participation rate was 86.4 for the 2020-2021 school year.

Going forward we will concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas.

The last two years of data that we have been able to collect were 2018-2019 and 2020-2021. Due to the pandemic the scores for these two school years have looked very differently. Whitley Central Intermediate and our feeder school Whitley Central Primary worked together diligently this past school year to ensure that our students were provided a rigorous educational opportunity in order to close additional gaps caused by the effects of the pandemic.

Proficiency data and novice data for those two years are listed below.

2018-2019 KPREP Proficiency Data

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

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

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

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

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

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

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

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

2020-2021 KPREP Proficiency Data

57% of 3rd grade students scored proficient or distinguished in reading.

27.1% of 3rd grade students scored proficient or distinguished in math

48% of 4th grade students scored proficient or distinguished in reading.

52.1% of 4th grade students scored proficient or distinguished in math.

38.8% of 4th grade students scored proficient or distinguished in science.

41.4% of 5th grade students scored proficient or distinguished in reading.

28.8% of 5th grade students scored proficient or distinguished in math.

45.2% of 5th grade students scored proficient or distinguished in on-demand writing.

43.3% of 6th grade students scored proficient or distinguished in reading.

29.9% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Novice Data

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

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

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

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

2020-2021 KPREP Novice Data

Third Grade – 17.8% of students scored novice in reading and 27.1% in math.

Fourth Grade – 29.6% of students scored novice in reading, 17.3% in math, and 13.3% in science.

Fifth Grade – 34.6% of students scored novice in reading, 30.8% in math, and 14.4% in on-demand writing.

Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

Notable Achievements – Whitley Central Primary School

Our feeder school Whitley Central Primary were particularly proud of their IOWA Achievement Test scores for the 2021-2022 academic school year.

- Kindergarten's grade equivalent was above grade level on ELA 1.4, Math 1.4, Core Composite 1.4.
- 1st grade's grade equivalent was above grade level on ELA 2.4, Math 2.5, Core Composite 2.6.
- 2nd grade's grade equivalent was above grade level on ELA 3.1, Math 3.0, Core Composite 3.2.
- 1st grade Math grade equivalent 2.5 was the highest score in math over the last 3 years.

Another notable achievement for Whitley Central Primary was our Brigance Kindergarten Readiness Screener. 41% of students were ready and 7% were ready with enrichments.

Various areas of concerns & improvement plans: Whitley Central Intermediate School

During the 2021-2022 school year we monitored student progress and deployed strategies that would allow us to increase our proficiency levels and decrease novice percentages in reading and math. We allocated intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans and provided intervention for those students to ensure that we did everything possible to help

those students achieve growth. We will keep striving to increase proficiency levels and promote increase in our students' academic growth.

As we embarked upon the new school year, we were presented with the challenge of closing an even larger achievement gap caused by many months of non-traditional or home school instruction. Despite our varying methods of instruction, we have striven to create and deliver instruction in a way that will continually promote increasing proficiency levels and decreasing the number of students who may score novice and apprentice.

Teachers will attend trainings to help develop strategies to use in the classrooms to improve in these areas. Many teachers in our school have collaborated with The New Teacher Center and South-East South-Central Cooperative in a Coaching Project. Instructional coaching provides individual teachers with one-to-one assistance working on identified instructional needs. It is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. Coaches help teachers identify the focus and then work with them to reflect on and improve their practice. Coaching can serve as a school-wide school improvement strategy. Because its focus is on the core work of teaching, it supports a culture of collaboration promoting efficacy and growth in both teachers and students.

To get the most out of our Professional Learning Community Meetings (PLC) and with the help of team leaders, we created a PLC agenda that would give access of all PLC minutes to all teachers. The plan was for teachers to know the standards better and create lessons and assessments that would directly impact each learner at their specific level.

We began this process at the start of the school year in our first weekly grade level PLC meeting. Each group of grade level teachers were asked to choose a math or reading standard they would soon be teaching. We began our process by breaking down the standard, ensuring its meaning and purpose. After this discussion, each teacher explained his/her chosen strategy and how he/she would use it. Each grade level team was asked to identify what a student should be able to do for each standard at the levels of approaching mastery, mastery, and exceeding mastery. Each team member also discussed what types of formative and summative assessments would be used to assess the standard. After the standard was taught the teachers each brought back student work to demonstrate each level of mastery. The group analyzed the student work and had discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. If students had not reached the mastery level, plans were made for more practice or instruction for those students.

District level content coaches have also been working with teachers to adjust the curriculum to target areas of need. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To increase growth and continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target

students for small group tutoring/intervention sessions. These students then receive small group instruction. We analyze mid-year MAP data again in December to measure progress made during tutoring/intervention sessions. We will continue the following reading instructional initiatives: RTI, Family Reading Night, STAR Reading, 21st Century Cardinal Club reading/math instruction, Save the Children, literacy centers, AR point clubs, and Accelerated Reader (AR). Furthermore, our school will align the curriculum to ensure that it is taught with fidelity using the following activities: Houghton Mifflin Harcourt Reading series, Go Math series, Amira, IXL, Study Island, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, 180 Days of Writing, Amira, and Epic. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs.

To encourage students to read and go beyond their AR goals, our staff will offer reading incentives. If students surpass their yearly AR goal, then we reward them with AR Point Club incentives. Each grade level can qualify for various club incentives. We hope this incentive fosters a love of reading and inspires the students to become life-long learners. Our librarian has teamed up with our Family Resource Coordinator to offer students incentives to read. Students are recognized and given a brag bag for reaching their reading goals.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction.

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. It is designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To increase growth and continue to reduce the percentage of students scoring novice in math, MIT team meets regularly and shares strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need.

The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in third grade.

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

Various areas of concerns & improvement plans: Whitley Central Primary

On the Brigance K-Screen, students ready has decreased (-2.7) from Fall 2019 (43.8) to Fall 2021 (41.1). The combined total ready/ready with enrichments has decreased -9 from Fall 2019 (57.1) to 2021 (48.1). Our school will continue to increase readiness by informing parents of the readiness standards by sending information periodically throughout the school year. Teachers will continue to focus on readiness skills in the classroom (alphabet, counting, sorting, personal information, body parts, math skills, conflict resolution, gross motor). We'll continue to partner with Save the Children to provide kindergarten readiness summer kits to all students.

Whitley Central Primary will continue to use Number Talks. This program includes 180 days of number talk lessons that are specifically designed for each grade level to engage the students in mathematical discourse. This resource contains 390 number talk slides/pages and 30 different number talk activity types based on the Common Core Standards. Each unit addresses different standards and gets progressively more challenging as students develop their mathematical skills.

Teachers will continue to implement Go Math along with Envision Math and Touch Math programs for special education instruction. Furthermore, our teachers are participating in the Math Design Collaborative (MDC). It's a national community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich assignments and courses across content areas. The teachers are then coming back to school and sharing this information with other grade level teachers. In addition, we have now included the Crazy 8s math program in our STC after school program to further improve our math.

Additional Information

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

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase One: School Safety Report

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Whitley Central Intermediate School

Susan Brashear

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2022-23 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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) and is a copy maintained in the school office?

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 2022

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. 8-9-22

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Phase Two: The Needs Assessment for Schools

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Susan Brashear

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2022-23 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 attachments below.

ATTACHMENTS

Attachment Name



Needs Assessment-Protocol

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

See attachments below.

ATTACHMENTS

Attachment Name

 Needs Assessment-Review of Previous Plan

Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attachments below.

ATTACHMENTS

Attachment Name

 Needs Assessment Trends

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attachments below.

ATTACHMENTS

Attachment Name

 Needs Assessment-Current State

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

See attachments below.

ATTACHMENTS

Attachment Name

 Needs Assessment-Priorities and Concerns

Strengths/Leverages

6. 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 attachments below.

ATTACHMENTS

Attachment Name

 Needs Assessment - Strengths/Leverages

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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

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

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

See attachments below.









ATTACHMENTS

Attachment Name

 Key Elements Question 7

 Needs Assessment-Key Elements Template

Attachment Summary

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 Needs Assessment Trends		• 3
 Needs Assessment-Current State	Needs Assessment-Current State	• 4
 Needs Assessment-Key Elements Template	Needs Assessment-Key Elements Template	• 7
 Needs Assessment-Priorities and Concerns		• 5
 Needs Assessment-Protocol	Needs Assessment Protocol	• 1
 Needs Assessment-Review of Previous Plan	Needs Assessment-Review of Previous Plan	• 2

Needs Assessment - Protocol

The purpose of the data analysis is to determine both strengths and areas of opportunity at each grade level. Once we have identified these areas for improvement in each grade level and subject, we are then able to target those areas to improve our instructional techniques for that specific grade and subject.

The Whitley Central Intermediate School's needs assessment comprehensively reviews all relevant student academic performance data and includes an analysis of current student performance in content strands. The data gathering and data disaggregation process is conducted by PLC leaders, core content managers, and team members in conjunction with the SBDM Council, district support personnel, Whitley Central Primary School, and other stakeholders. The goals for this year consist of State Assessment Results in reading and mathematics; State Assessment Results in science, social studies, and writing; Achievement Gap; English Learner Progress; and Quality of School Climate and Safety. The school report card, MAP, IOWA Achievement test for Grades K-2, the previous year's CSIP plan, attendance rate, free and reduced lunch status, parent involvement, the Kentucky Impact Survey, and the Kentucky Working Conditions survey results were the primary sources of data.

We begin in weekly PLC meetings by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This helps us identify overall school trends and greater areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities. We analyze MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data is used to continually spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we specialize instruction to target those areas. During weekly PLC meetings minutes are taken using a Google Document so we can continually review them, ensuring we have attended to all needs documented. These minutes allow us to document our intentions and provide us with a starting point for each future meeting. The principal meets periodically one on one with teachers to create a list of students in the lower range areas, specific struggles or challenges students may face, and/or teacher concerns. Also, during this one-on-one meeting, we discuss strategies that teachers feel are most beneficial and also discuss any barriers they feel may be hindering student progress or success. We monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on regular basis to discuss strategies, scores, and needed resources throughout the school year.

As the data becomes available, it is discussed, analyzed, and documented in faculty meetings, in weekly PLCs, and monthly by SBDM Council leadership. We look at the data from our school report card and individual student scores in the following areas: comparisons of percentage of all students, special education students, males and females, and state averages. We consider the performance levels for each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Our teams also analyze teacher, parent and student input, the previous school improvement plan, and various district program reports to identify objectives, strategies, and activities. "Celebrations" are noted, and the instructional practices are listed that contribute to areas of success. Additionally, we compile an improvement list and include specific instructional strategies that we believe would help improve these areas. We ask the teachers to take this overall analysis further to include specific instructional practices that could be put in place daily in

their classrooms. The final step is discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Cindy Moses

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, John Crisologo

Math Intervention Teacher, Merrilyn Patrick

Title I Math Teacher – Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

Title I Reading Teacher - Angela McCullah

WCIS School-Based Decision-Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Stephanie Patrick (parent), Miranda Ramsey (parent)

WCIS PTO, President Kellie Clemens, Treasure Deonda Brown

Whitley Central Primary School Principal, Brandon Anderson

2nd Grade Lead Teacher, Veronica McQueary

1st Grade Lead Teacher, Amber McKiddy

Kindergarten Lead Teacher, Becky Dingess

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Tina Sutton (WCP) & John Crisologo (WCIS)

Math Intervention Teacher, Stacey Prakash (WCP) & Elizabeth Kidd (WCIS)

Reading Recovery Teachers, Yvonne Lowrie & Linda Watson

Reading Intervention Teacher, Jennifer Meadors (WCIS)

WC Primary PTO, President Samantha Young, Treasure Tracie Trett

WC Primary School-Based Decision-Making Council Members: Chris Angel (teacher), Stephanie Jones (teacher), Brooke Henson (teacher), Leann Kersey (parent), Katy Floyd (parent)

Review of Previous Plan

On the 2021 Goal Builder we stated that our goal was to collaborate to increase the overall reading and math proficiency ratings for all students in Reading from 47.5% to 52.5% by 2022 and Math from 34.3 to 39.3 by 2022.

To reach that goal, we planned to utilize all our resources such as Study Island, Reflex Math, IXL, and Wordly Wise to increase rigor in every grade level and content specific targeted areas based on MAP data. Students would receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers would collaborate to design instruction to meet intervention needs of students in each group.

We deployed morning and afternoon tutoring/homework help provided through 21st Century. This allows students the opportunity to receive homework help 4 mornings each week for 30 minutes before school. Students receive one on one assistance for help with homework. Students are also offered support after school through our 21st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 PM.

We also planned to implement instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources such as Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, and Prodigy.

Teachers create, review, and edit students' learning plans throughout the year to ensure student growth.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **reading from 29.1% to 14%** and **decreased math from 24.6% to 13%**. We were also able to **increase** the percentage of students scoring **proficient or distinguished in reading from 47.5% to 62%** and in **math increased from 34.3% to 61%**.

On the 2021 Goal Builder our science goal was to Increase the percentage of students scoring proficient/distinguished in science from 38.8% in 2021 to 43.8% by 2022.

To reach our science goal, we planned to utilize resources such as Mystery Science resource purchased for 3rd - 6th grade to support and enhance student learning in science. Also, our science lab teacher would have intentional training and design specific lessons to support science curriculum in grades 3-6 and enhance student learning in grades 3-6. Science and social studies lessons would be taught with fidelity and rigor in grades 3-6. Teachers would implement social studies and science resources such as IXL and 180 Days of Science and Social Studies.

Teachers would also implement ReadWorks resources and novels to teach comprehension in social studies and science.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice in science from 13.3% to 6%.**

We were also able to **increase** the percentage of students scoring **proficient or distinguished in science from 38.8% to 54%.**

We did not have social studies data last year, but according to 2021-2022 KSA data 45% of 5th grade students scored proficient or distinguished in social studies and 26% scored novice in social studies.

On our 2021 Goal Builder our writing goal was to increase the percentage of students scoring proficient/distinguished in writing from 39.8% in 2021 to 44.8 by 2022.

To reach this goal teachers would implement resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency. Teachers would also implement instructional and technological strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, Spelling City, Epic Online Library, Google Classroom, and ReadWorks.

District Curriculum Writing Instructional Coach is also utilized to come to the school throughout the year to work with fourth/fifth grade students and teachers to help increase writing proficiency.

Title I Reading Teacher also collaborates with classroom teachers to provide additional specialized writing lessons in 4th and 5th grade classrooms.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice in writing from 14.4% to 9%.**

In combined writing the percentage of students scoring **proficient or distinguished in writing decreased slightly from 45.2% to 41%.**

Because we did see adequate improvement in reading, math, and science, we will make minor adjustments to our plan from last year and continue with the same structure in last year's Goal Builder. Since there was a decrease in proficiency in writing, we will revise our plans and strategies to promote more growth in proficiency for combined writing.

Needs Assessment – Trends

Academic trends:

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

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

2019-2020 – KPREP not taken – No data

2020-2021 – 47.5% of students scored P/D in **reading** while 29.1% scored novice in **reading**.

2020-2021 – 34.3% of students scored P/D in **math** while 24.6% scored novice in **math**.

2021-2022 - 62% of students scored P/D in **reading** while 14% scored novice in **reading**.

2021-2022 – 61% of students scored P/D in **math** while 13% scored novice in **math**.

Based on the 2020-2021 KPREP data our goal was to intentionally target our focus on decreasing the percentage of novice in reading and math while creating and delivering instruction that would continuously help students transition to proficient and distinguished levels.

Based on the 2021-2022 KSA data we **decreased** the percentage of students scoring **novice** in **reading** from **29.1% to 14%** and **decreased math** from **24.6% to 13%**. We were also able to **increase** the percentage of students scoring **proficient or distinguished in reading** from **47.5% to 62%** and in **math** **increased from 34.3% to 61%**.

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

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

2019-2020 – Students seeing or referred to counselor – approximately 127

2020-2021 – Students seeing or referred to counselor – approximately 130

2021-2022 - Students seeing or referred to counselor – approximately 120

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

2018-2019 – 133 behavioral referrals

2019-2020 – 57 behavioral referrals

2020-2021 – 3 behavioral referrals

2021-2022 – 99 behavioral referrals

Current State – Academic

2018-2019 KPREP Proficiency Data

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

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

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

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

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

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

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

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

2019-2020 KPREP Proficiency Data – No KPREP data for this year

2020-2021 KPREP Proficiency Data

57% of 3rd grade students scored proficient or distinguished in reading.

27.1% of 3rd grade students scored proficient or distinguished in math

48% of 4th grade students scored proficient or distinguished in reading.

52.1% of 4th grade students scored proficient or distinguished in math.

41.4% of 5th grade students scored proficient or distinguished in reading.

28.8% of 5th grade students scored proficient or distinguished in math.

43.3% of 6th grade students scored proficient or distinguished in reading.

29.9% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Proficiency Data

66% of 3rd grade students scored proficient or distinguished in reading.

67% of 3rd grade students scored proficient or distinguished in math

69% of 4th grade students scored proficient or distinguished in reading.

74% of 4th grade students scored proficient or distinguished in math.

50% of 5th grade students scored proficient or distinguished in reading.

53% of 5th grade students scored proficient or distinguished in math.

65% of 6th grade students scored proficient or distinguished in reading.

52% of 6th grade students scored proficient or distinguished in math.

2018-2019 KPREP Novice Data

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

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

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

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

2019-2020 KPREP Novice Data – No KPREP data for this year

2020-2021 KPREP Novice Data

Third Grade – 17.8% of students scored novice in reading and 27.1% in math.

Fourth Grade – 29.6% of students scored novice in reading and 17.3% in math.

Fifth Grade – 34.6% of students scored novice in reading and 30.8% in math.

Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

2021-2022 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 5% in math.

Fourth Grade – 14% of students scored novice in reading and 5% in math.

Fifth Grade – 17% of students scored novice in reading and 18% in math.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

Non-Academic Current State

In addressing the non-academic data utilized to meet student needs we take into consideration these areas:

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2021-2022 school year 76% of the students at Whitley Central Intermediate School were listed as Economically Disadvantaged. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 10.5% qualified for gifted and talented services, 8% were listed as homeless, and 26% qualified for special education services.

- Attendance plays a vital role in student performance. We intentionally focus on student attendance and the importance for students to be in school as much as possible. We are now gradually building our attendance rate back closer to normal after Covid. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers, attendance clerk, and principal make personalized phone calls daily to each student who is absent. These contacts allow us to communicate with parents/guardians regarding assignments, lessons, projects, etc. Now that our district has supplied chrome books for all students in our district, our teachers and students have the ability to communicate via zoom and google classroom. This allows students who may be out due to illness to have access to their teacher and in many situations allows instruction and learning to continue while the students are absent. These interactions help bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school's Family Resource personnel make home visits to students with attendance concerns.

- Counseling services are offered daily to meet student needs. Teachers, administrators, and often parents refer a child to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem.

-The number of behavior referrals for the last three years:

2017-2018 - 127

2018-2019 – 132

2019-2020 – 57

2020-2021 – 03

2021-2022 - 99

Needs Assessment: Priorities and Concerns

For the 2021-2022 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decrease novice percentages in reading and math. We allocated more intentional focus on growth in reading and math while also continuing to offer rigorous instruction in science and writing. We were intentional about identifying students who had vast learning gaps in reading and math and monitored those students to ensure that students were on track to achieve growth.

2021-2022 KSA Proficiency Data

66% of 3rd grade students scored proficient or distinguished in reading.

67% of 3rd grade students scored proficient or distinguished in math

69% of 4th grade students scored proficient or distinguished in reading.

74% of 4th grade students scored proficient or distinguished in math.

54% of 4th grade students scored proficient or distinguished in science.

50% of 5th grade students scored proficient or distinguished in reading.

53% of 5th grade students scored proficient or distinguished in math.

41% of 5th grade students scored proficient or distinguished in combined writing.

45% of 5th grade students scored proficient or distinguished in social studies.

65% of 6th grade students scored proficient or distinguished in reading.

52% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 5% in math.

Fourth Grade – 14% of students scored novice in reading, 5% in math, and 6% in science.

Fifth Grade – 17% of students scored novice in reading, 18% in math, 9% in combined writing, and 26% in social studies.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

Going forward we will concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas. Our overall lowest area is 5th grade. For the 2022-2023 school year we will provide some intentional focus on this grade level to promote higher proficiency levels in all content areas.

Needs Assessment – Strengths/Leverages

In previous years our KPREP proficiency data reflected increasing rates of proficient and distinguished in the areas of reading and math in all grade levels. The data also reflected a continued decrease in the percentage of students scoring novice in reading and math. As a result of students learning in a non-traditional form for the past two years our 2020-2021 proficient/distinguished scores, as expected, were much lower than what they normally are. In the past we had also dramatically decreased our novice percentages in reading and math.

Thankfully, last school year was a more normal learning environment than what Covid protocol allowed. This almost normal learning environment allowed us to increase our proficiency scores and decrease the percentage of students scoring novice.

Going forward we will continue to concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas.

2020-2021 KPREP Proficiency Data

57% of 3rd grade students scored proficient or distinguished in reading.

27.1% of 3rd grade students scored proficient or distinguished in math

48% of 4th grade students scored proficient or distinguished in reading.

52.1% of 4th grade students scored proficient or distinguished in math.

38.8% of 4th grade students scored proficient or distinguished in science.

41.4% of 5th grade students scored proficient or distinguished in reading.

28.8% of 5th grade students scored proficient or distinguished in math.

45.2% of 5th grade students scored proficient or distinguished in on-demand writing.

43.3% of 6th grade students scored proficient or distinguished in reading.

29.9% of 6th grade students scored proficient or distinguished in math.

2021-2022 KSA Proficiency Data

66% of 3rd grade students scored proficient or distinguished in reading.

67% of 3rd grade students scored proficient or distinguished in math

69% of 4th grade students scored proficient or distinguished in reading.

74% of 4th grade students scored proficient or distinguished in math.

54% of 4th grade students scored proficient or distinguished in science.

50% of 5th grade students scored proficient or distinguished in reading.

53% of 5th grade students scored proficient or distinguished in math.

65% of 6th grade students scored proficient or distinguished in reading.

52% of 6th grade students scored proficient or distinguished in math.

2020-2021 KPREP Novice Data

Third Grade – 17.8% of students scored novice in reading and 27.1% in math.

Fourth Grade – 29.6% of students scored novice in reading, 17.3% in math, and 13.3% in science.

Fifth Grade – 34.6% of students scored novice in reading, 30.8% in math, and 14.4% in on-demand writing.

Sixth Grade – 43.3% of students scored novice in reading and 22.7% in math.

2021-2022 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 5% in math.

Fourth Grade – 14% of students scored novice in reading, 5% in math, and 6% in science.

Fifth Grade – 17% of students scored novice in reading, 18% in math, and 9% in combined writing.

Sixth Grade – 11% of students scored novice in reading and 21% in math.

Question:

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?

We will continue to utilize all our resources such as Study Island, Reflex Math, IXL, and Wordly Wise to increase rigor in every grade level and content specific targeted areas based on MAP data. Students will receive instruction in smaller ability level setting on specific math and reading content for a specified amount of time each day. Teachers will collaborate to design instruction to meet intervention needs of students in each group.

The students will have the opportunity to utilize morning and afternoon tutoring/homework help provided through 21st Century. This allows students the opportunity to receive homework help 4 mornings each week for 30 minutes before school. Students receive one on one assistance for help with homework. Students will also be offered support after school through our 21st Century and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 PM.

We will also implement instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources such as Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, and Prodigy. Teachers will also utilize resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency.

Teachers will create, review, and edit students' learning plans throughout the year to ensure student growth.

Our teachers will utilize resources such as Mystery Science, a resource purchased for 3rd - 6th grade to support and enhance student learning in science. Also, our science lab teacher will participate in intentional training and design specific lessons to support science curriculum in grades 3-6. Science and social studies lessons will be taught with fidelity and rigor in grades 3-6. Teachers will implement social studies and science resources such as IXL, Simple Solutions, and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.

District Curriculum Writing Instructional Coach will also be utilized to come to the school throughout the year to work with fourth/fifth grade students and teachers to help increase writing proficiency.

Key Elements of the Teaching and Learning Environment – Whitley Central Intermediate School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>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>	<p>Curriculum map, pacing guides, lesson plans, I Can Statements, learning targets, PLC meetings, grade level meetings, vertical/horizontal alignment, Kentucky Comprehensive Literacy Grant (KyCL), Houghton Mifflin Reading Series, MAP, STAR, KPREP, formative/summative assessment, SBDM minutes</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Formative/Summative Assessments, Comparison of KSA data and KPREP data, lesson plans, Writing scrimmage, STAR, MAP, PLC meetings, lesson plans, individual learning plans, RTA, MIT, & Title I data, Individualized progress reports from Study Island, IXL, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, Edgenuity, SBDM minutes</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, IXL</p>
<p>KCWP 4: Review, Analyze and Apply Data</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>	<p>PLC meetings and minutes, STAR, MAP, IOWA, KPREP, formative/summative assessment data, Individualized progress reports from Study Island, IXL, Lesson plans, student learning plans, grade level common assessments, RTI, AIMSwab, district curriculum coaches</p>
<p>KCWP 5: Design, Align and Deliver Support</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>	<p>RTI, AimsWeb, Progress monitoring, PBIS, formative/summative assessment, AR, MAP, STAR, KSA, PLC meetings, SBDM meetings, CSIP/CDIP, MIT, Reading Recovery, STC, 21st Century Cardinal Club, district curriculum coaches, promotion and recognition of student/staff attendance</p>
<p>KCWP 6: Establishing Learning Culture and Environment</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>	<p>Quality of School Climate and Safety Indicator Rating (Very High), Character readings (Cardinal Code of Conduct), classroom management system, PBIS, open house, parent teacher conferences, 21st century community activities, Counselor Program (Bucket Fillers), Recognition of student/teacher/school accomplishments on school Facebook page, district web page, and local newspaper</p>



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W

Williamsburg, Kentucky, 40769

United States of America

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2022-23 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 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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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2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

Whitley Central Intermediate School

Susan Brashear

2940 N Highway 25 W

Williamsburg, Kentucky, 40769

United States of America

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2022-23 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.

During the 2021-2022 school year we monitored student progress and deployed strategies that would allow us to increase our proficiency levels and decrease novice percentages in reading and math. We allocated intentional focus on growth, science and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans and provided intervention for those students to ensure that we did everything possible to help those students achieve growth. We will keep striving to increase proficiency levels and promote increase in our students' academic growth.

As we embarked upon the new school year, were presented with the challenge of closing an even larger achievement gap caused by many months of non-traditional or home school instruction. Despite our varying methods of instruction, we have striven to create and deliver instruction in a way that will continually promote increasing proficiency levels and decreasing the number of students who may score novice and apprentice.

Teachers will attend trainings to help develop strategies to use in the classrooms to improve in these areas. Many teachers in our school have collaborated with The New Teacher Center and South-East South-Central Cooperative in a Coaching Project. Instructional coaching provides individual teachers with one-to-one assistance working on identified instructional needs. It is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. Coaches help teachers identify the focus and then work with them to reflect on and improve their practice. Coaching can serve as a school-wide school improvement strategy. Because its focus is on the core work of teaching, it supports a culture of collaboration promoting efficacy and growth in both teachers and students.

To get the most out of our Professional Learning Community Meetings (PLC) and with the help of team leaders, we created a PLC agenda that would give access of all PLC minutes to all teachers. The plan was for teachers to know the standards better and create lessons and assessments that would directly impact each learner at their specific level.

We began this process at the start of the school year in our first weekly grade level PLC meeting. Each group of grade level teachers were asked to choose a math or reading standard they would soon be teaching. We began our process by breaking down the standard, ensuring its meaning and purpose. After this discussion, each teacher explained his/her chosen strategy and how he/she would use it. Each grade level team was asked to identify what a student should be able to do for each standard at the levels of approaching mastery, mastery, and exceeding mastery. Each team member also discussed what types of formative and summative assessments would be used to assess the standard. After the standard was taught the teachers, each brought back student work to demonstrate each level of mastery. The group analyzed the student work and had discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. If students had not reached the mastery level, plans were made for more practice or instruction for those students.

District level content coaches have also been working with teachers to adjust the curriculum to target areas of need. 5th grade students will be participating in On-Demand scrimmages. Teachers will provide feedback from scrimmage results and use the data to drive instruction during writing lessons.

To increase growth and continue to reduce the percentage of students scoring novice in reading and math, we will continue to analyze our MAP data and target students for small group tutoring/intervention sessions. These students then receive small group instruction. We analyze mid-year MAP data again in December to measure progress made during tutoring/intervention sessions. We will continue the following reading instructional initiatives: RTI, Family Reading Night, STAR Reading, 21st Century Cardinal Club reading/math instruction, Save the Children, literacy centers, AR point clubs, and Accelerated Reader (AR). Furthermore, our school will align the curriculum to ensure that it is taught with fidelity using the following activities: Houghton Mifflin Harcourt Reading series, Go Math series,

Amira, IXL, Study Island, differentiated reading instruction, professional learning communities, and SRA reading program for special education instruction.

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, 180 Days of Writing, Amira, and Epic. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs.

To encourage students to read and go beyond their AR goals, our staff will offer reading incentives. If students surpass their yearly AR goal, then we reward them with AR Point Club incentives. Each grade level can qualify for various club incentives. We hope this incentive fosters a love of reading and inspires the students to become life-long learners. Our librarian has teamed up with our Family Resource Coordinator to offer students incentives to read. Students are recognized and given a brag bag for reaching their reading goals.

Our school is also incorporating common assessments. The data from the assessments allows teachers to monitor students' progress. The common assessments allow teachers to monitor an Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction.

Our school has implemented the Response-To-Intervention (RTI) program school wide. It is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. Students' progress is monitored through AIMSweb. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. It is designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading and math performance for Grades K-8 that can be used with any curriculum. Our special education department also uses this system to monitor its students' progress.

To increase growth and continue to reduce the percentage of students scoring novice in math, MIT team meets regularly and shares strategies from their training with their grade level peers. Based on experienced teacher observations, we have concluded there is a gap in skills needed between 2nd and 3rd grades. Therefore, teachers in both 2nd and 3rd grades have increased instructional time spent on math, and the 2nd graders who demonstrate math deficiencies according to the MAP assessments have been assigned Study Island lessons to target areas of need.

The math interventionist for our school has also built in more time for collaborative math lessons and team-teaching in third grade.

Teachers will also continue to use supplemental resources such as Epic, Study Island, Xtra math, IXL, Wordly Wise Vocabulary Instruction, Vocabulary City, Simple Solutions Science & Social Studies, and IReady Writing to supplement students' practice of skills in reading, math, writing, science, and social studies. Students whose MAP scores indicate a weakness in reading or math will be referred for

tutoring to give them additional opportunities to practice skills and activities designed to address their individual areas of need.

ATTACHMENTS

Attachment Name

 Goal Builder

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 goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goal Builder	Goal Builder	.

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.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

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.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

- The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

Updated May 2022

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: Increase reading and math KSA proficiency scores for elementary school students: Reading from 62% to 71% by 2025 and Math from 61% to 70% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the overall reading proficiency ratings for all students from 62% to 65% by 2023	Design and Deploy Strategies	A. Students will use Study Island, Exact Path, Reading Eggs, IXL, Vocabulary A-Z, Amira, and Wordly Wise to work on grade level content specific targeted areas based on MAP data.	IXL, MAP Reports	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific reading content for a specified amount of time each day. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Morning/Afternoon tutoring-homework help – Students receive reading homework help 5 mornings a week for 30 min before school through our 21 st century program. Students receive 1:1 assistance with reading homework. Students receive reading support & reinforcement through our 21 st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, 21 st century & STC site coordinators	21 st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level reading instruction. This will allow an additional hour of reading ability level practice each week.	MAP, KSA, and summative assessment data	11/2022-5/2023 Teachers, Principal	No Funding Required
		E. Teachers will implement reading resources: KyCL Grant, Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, ReadWorks to enhance reading and math instruction.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		F. To increase reading proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Study Island, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Amira, Flipgrid, Go, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
Objective 2 Collaborate to increase the overall math proficiency ratings for all	Design and Deploy Strategies	A. Students will use Study Island, Reflex Math, IXL, Math Talks to work on grade level math content specific targeted areas based on MAP data.	IXL, MAP Reports	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific math content for a specified amount of time each day. Teachers	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required

Goal 1: Increase reading and math KSA proficiency scores for elementary school students: Reading from 62% to 71% by 2025 and Math from 61% to 70% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students from 61% to 64% by 2023		collaborate to design instruction to meet intervention needs of students in each group.			
		C. Morning/Afternoon tutoring-homework help – Students receive math homework help 5 mornings a week for 30 min before school through our 21 st century program. Students receive 1:1 assistance with math homework. Students receive math support & reinforcement through our 21 st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, 21 st century & STC site coordinators	21 st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math instruction. This will allow an additional hour of math ability level practice each week.	MAP, KSA, and summative assessment data	11/2022-5/2023 Teachers, Principal	No Funding Required
		E. Teachers will implement math resources: Go Math/Think Central, touch math, manipulatives, math talks to enhance math instruction.	MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		F. To increase math proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Study Island, Exact Path, Choice Boards, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer.	STAR, MAP, KSA, and summative assessment data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required

2: State Assessment Results in science, social studies and writing

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 63%; in social studies from 45% to 54% and in writing 41% to 50% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 57% by 2023. Increase the percentage of students scoring proficient/distinguished in social studies from 45% in 2022 to 48% by 2023. Increase the percentage of students scoring proficient/distinguished in writing from 41% in 2022 to 44% by 2023.	Design, Align and Deliver Support	A. Mystery Science resource purchased for 3 rd - 6 th grade to support and enhance student learning in science.	Formative/Summative Assessments and KSA data	8/2022-5/2023 Teachers, Principal	Instructional & PD Funds
		B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6.	Monitoring of weekly science lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal	Instructional & PD Funds
		C. Science and social studies lessons taught with fidelity in grades 3-6. Teachers will implement social studies and science resources such as IXL and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science.	Formative and summative assessments, monitoring of weekly science lessons and studies lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & PD Funds
		D. Teachers will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional Funds
		E. Utilize the District Curriculum Writing Instructional Coach throughout the year to work with fourth/fifth grade students and teachers to help increase writing scores. Utilize Title I Reading Teacher to collaborate with classroom teachers to provide additional specialized writing lessons in 4 th and 5 th grade classrooms	Writing scrimmage results, Writing KSA data	9/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		F. Teachers will implement resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2 nd /3 rd grade) to enhance writing proficiency.	Writing scrimmage results, Writing KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCL Grant
		G. To increase proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook,	STAR, MAP, KPREP, and summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & Technology Funds

Goal 2: Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 63%; in social studies from 45% to 54% and in writing 41% to 50% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Flipgrid, Study Island, IXL, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy, and Edgenuity Pathblazer. H. Simple Solutions Science implemented in grades 3-4.	Simple Solution Assessments, KSA	8/22-5/23 Teachers, Principal, Instructional Coach	Instructional
		I. Simple Solutions Social Studies implemented in 5 th grade	Simple Solution Assessments, KSA	8/22-5/23 Teachers, Principal, Instructional Coach	Instructional

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged group for Reading & Math from 75.1% to 78.1% by 2023 as measured by KSA.	Design, Align, and Deliver Instruction	A. Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra math, Vocabulary City and other math/reading computer applications and programs.	MAP, KSA, Benchmark data, summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional/ KyCL Grant
		B. Each day 3 rd through 6 th grade students will complete daily oral language practice. Students will also benefit from reinforcement of vocabulary and math content through 21 st Century clubs Vast Vocab and Multiplication Club	MAP, KSA, Benchmark data, summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to Kentucky Academic standards. Teachers will also work during PLC time to analyze specific standards, discuss strategies used, and analyze student work and data pertaining to each of those standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		D. RTA, MIT, and Title I teachers will provide students with small group instruction to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21 st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Save the Children & 21 st Century
		E. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, and Amira to enhance student learning.	Formative assessment data, MAP data, KSA data	8/2022-5/2023 Teachers, Principal, Instructional Coach	KyCf Grant
		F. To increase proficiency scores, teachers will implement instructional and technological strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, Spelling City, Choice Boards,	STAR, MAP, KSA, and summative assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	Edpuzzle, Epic Online Library, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Zoom, Screencastify, and Jamboard, Prodigy.			
		A. After desegregating KSA, MAP, STAR, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Extra Math, Reflex Math, Spelling/Vocabulary City	Individualized progress reports from Study Island, IXL, and Reflex Math	8/2022-5/2023 Teachers, Principal, Instructional Coach	Instructional & KyCL Grant
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create learning plans for students to ensure student growth throughout the year. Plans are revisited to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2022-5/2023 Teachers, Principal, Instructional Coach	No Funding Required
		C. Working collaboratively teachers, counselors, and FRC will address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports Requests for Assistance	8/2022-5/2023 Teachers, Principal, FRC, counselors	McKinney-Veto Grant/FRC

4: English Learner Progress

Goal 4 Increase 1.5 levels in speaking on the ACCESS test by January 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing Level for an overall increase of 0.5 levels in the speaking domain on the ACCESS for ELLs assessment.	ELL students will receive instruction through sheltered immersion.	A. Providing the background and context students need to understand grade-level content	Annual ACCESS for ELLs test scores	Student's Program Service Plan will be monitored according to WIDA standards in conjunction with the KAS standards by the classroom teacher.	No Funding
		B. Conversation modeling	Annual ACCESS for ELLs test scores	Report Cards	No Funding
		C. Modeling oral presentations	Annual ACCESS for ELLs test scores	Classroom Grades	No Funding
		D. Class discussion opportunities	Annual ACCESS for ELLs test scores	Formative assessment	No Funding
		E. Practice oral presentations multiple times, and giving and receiving feedback	Annual ACCESS for ELLs test scores	Formative assessment	No Funding

5: Quality of School Climate and Safety

Goal 5 For the 2023-24 school year our goal is to continue to score in the category of Very High (82-100) on the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Ensure students feel safe while they are at school.	Establishing Learning Culture and Environment	A. Practice safety drills monthly	Quality of School Climate and Safety Survey Results	Monthly Drill Log	No Funding Required
		B. Posted hot lines	Safety Marshall risk assessment results	Observations/walkthroughs	No Funding Required
	Establishing Learning Culture and Environment	C. Review emergency plans with students and staff	Safety Marshall risk assessment results	Sign in sheet for reviews	No Funding Required
		D. Inform students of safety protocols frequently. Allocate time for students to ask questions about safety procedures	Quality of School Climate and Safety Survey Results	Observations/walkthroughs	No Funding Required
		E. Keep risk assessment up to date	Safety Marshall risk assessment results	Yearly review from State Safety Marshall	No Funding Required
Objective 2 Ensure students feel like they are a part of the school, and someone cares about them.	Establishing Learning Culture and Environment - Provide opportunities for students and staff to connect.	A. Greet students by name each morning	Quality of School Climate and Safety Survey Results	Observations/walkthroughs	No Funding Required
		B. Provide opportunities to join clubs, teams, and after school activities	Quality of School Climate and Safety Survey Results	Periodically recognize students' accomplishment or participation on intercom and school Facebook page.	No Funding Required
		C. Counselor provides Bucket Filler Club after school	Quality of School Climate and Safety Survey Results	Weekly Attendance	No Funding Required
	Establishing Learning Culture - Provide after school programs to meet social needs of students.	D. Counselors available when needed	Quality of School Climate and Safety Survey Results	Observations/walkthroughs; schedules; log of students	No Funding Required
		E. Activity- Who cares about me at school?	Quality of School Climate and Safety Survey Results	Posting results of activity.	No Funding Required

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (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) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI 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:

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

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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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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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide 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
Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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.

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, null, 40769

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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?

Our collective mission is to continually improve student performance. Whitley Central Intermediate School (WCIS) is committed to providing dynamic and comprehensive professional/personal development that ensures high standards for all staff and stakeholders who affect student learning. WCIS will collaborate with surrounding schools, community partners, and other agencies to secure resources and personnel, to help develop capacity for change, and to ensure continuous improvement that will increase student achievement.

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Based on analysis of student Kentucky Summative Assessment(KSA) data, perceived educational needs of the district, growth plans, prior professional development offerings with follow-up, and survey results from the Kentucky Impact Survey Whitley Central Intermediate School will focus on the following critical areas of for improvement:

Focus Area 1: Reading and math increased proficiency and reading and math novice reduction.

Focus Area 2: State Assessment Results in science, social studies, writing

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Our chosen two critical area priorities of professional development derive directly from our Comprehensive School Improvement Plan (CSIP).

For the first focus area two of our CSIP goals are to increase our proficiency percentages bellow by 2024:

Reading 62% - 65%

Math 61% - 64%

For the second focus area our specific goals are to increase proficiency in the following areas by 2024:

Science 54% to 57%

Social Studies 45% to 48%

Writing 41% to 44%

4a. For the first focus area, 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.

1. Monitor and provide support offered during professional development that promotes student growth for all students through new and existing educational resources such as Into Reading Series by Houghton Mifflin, Study

Island, Go Math Series, IXL, Edulastic, Read to Achieve, Southeast South-Central Cooperative, Green River Regional Education Cooperative (GRREC), etc.

2. Utilize teaching staff to increase coaching capacity while implementing effective strategies that will empower teachers to enhance reading and math instruction that promotes growth among all students in the areas of reading and math.

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

1. Apply resources in the most effective way. 2. Utilize staff to increase coaching and teaching capacity. 3. Increase student growth in reading and math. The desired student outcome from utilizing staff and resources will be that students' increase growth in reading and math and maintain at a high level.

4c. How will professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
 - i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

Professional development will be monitored through a collection of data such as MAP analysis data, common assessments, Aimsweb data, benchmark data, intervention data, KSA data, student work samples, and standards assessments which are analyzed during weekly PLC meetings.

The professional development will also be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed.

- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

Assigned individuals responsible for gathering data will be homeroom teachers, Title I reading and math teachers, and reading/math grant teachers. Teachers will collaborate with school administration to monitor and assess the implementation of progress of the training being received.

- iii. How frequently will data be analyzed (monthly, quarterly, etc.)

MAP data is administered and analyzed three times a year but analyzed and used continuously to promote academic growth. KSA data is administered yearly, and data is also used to plan for student academic growth. Student work samples and formative and summative assessments are analyzed weekly and bi-weekly to monitor student mastery of the standards.

4d. 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.

Please describe in detail.

As the school year progresses, our initial indicators of success will be analysis of weekly student work samples and performance data of formative and summative assessments which indicate mastery levels of standards being taught. We will base our final measures of success on our last administration of MAP and end of the year KSA scores specifically in reading and math. Our goal is that students' proficiency scores increase from 62% - 65% in reading and from 61% - 64% in math by 2023.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The specific targeted audience of the professional development will be all 3-6 grade teachers who teach reading and math, special class teachers, and instructional assistants.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a

month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve Reading Grant and the Math Achievement Grant also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for different teachers, other than the initial Math and Reading Achievement Grant teachers, to be trained on new reading and math strategies. Staff will also receive coaching to allow reflection and reviewing of results. The RTA (Read to Achieve) teacher has also completed Litcom training which gives her access to 300+ sessions on reading/writing strategies to be used with elementary students. Reading and math intervention teachers also offer training sessions to offer alternate strategies to meet specific student learning needs.

Our school is also partnered with the Southeast/South-Central Cooperative (SESC) that provides sessions in Deeper Learning Coaches that focuses on student engagement and also School Leaders and Coaches: A Partnership for School Success. This partnership offers training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement.

We are also partnered with Green River Regional Education Cooperative (GRREC) who will be providing literacy academies for each level: Early Education, Elementary, and Middle/High School.

Teachers have a monthly opportunity to share reading and math strategies they use to help students reach mastery of the standards. This opportunity allows teachers the opportunity to gain new resources that may help them target specific reading/math learning needs of students.

5a. For the second focus area, 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.

Seek out and implement professional development that will provide strategies that will promote growth in the Separate Academic Indicators (science, social studies, writing). Utilize science lab instructor, writing and reading intervention teachers, and district instructional coaches to work collaboratively alongside homeroom teachers to offer instruction that promotes growth in the separator academic indicator areas.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Improve teaching practices with emphasis on increasing practices shown to be highly effective and improving student outcomes.

Specific goals: Increase proficiency to the following areas:

Science 54% to 57%

Social Studies 45% to 48%

Writing 41% to 44%

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

Professional development will be monitored through a collection of data such as MAP analysis data, KSA data, student work samples, and standards assessments which are analyzed during weekly PLC meetings.

The professional development will also be monitored through documentation of observations, along with assignment analysis to determine if students are being required to use higher order thinking, the degree of scaffolding being used, and if assignments are linked to skills being assessed.

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

Assigned individuals responsible for gathering data will be classroom teachers, science lab teacher, and Title I reading teacher. Teachers will collaborate with school administration to monitor and assess the implementation of progress of the training being received.

iii. How frequently will data be analyzed (monthly, quarterly, etc.)

KSA data is administered yearly, and data is also used to plan for student academic growth. Student work samples and formative and summative assessments are analyzed weekly and bi-weekly to monitor student mastery of the standards.

5d. 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.

Please describe in detail.

As the school year progresses, our initial indicators of success will be analyzation of weekly student work samples and performance data of formative and summative assessments which indicate mastery levels of standards being taught. We will base our final measures of success on end of the year KSA scores specifically in science, social studies, and writing. Our goal is that students' proficiency scores increase from 54% - 57% in science, from 45% - 48% in social studies and from 41% to 44% in writing by Spring of 2023 when KSA is administered.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The specific targeted audience of the professional development will be all 3-6 grade teachers who teach science, social studies, or writing, special class teachers, and instructional assistants.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Resources needed for professional development include time and funding. Allocated staff and materials will also be included through district and grant funding.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing

supports should be connected to the specific professional development identified as the priority.

Staff will receive ongoing support in the forms of online and on-site courses, meetings, and instruction that will develop or expand their knowledge and skills in **science, social studies, and writing**, along with allowing them the opportunities to share emerging ideas and address problems associated with the practice. The Read to Achieve literacy grant, which encompasses both reading and **writing**, also allows for ongoing implementation, monitoring, and improvement through yearly training that allows for a different teacher, other than the initial RTA teacher, to be trained on new reading and **writing** strategies. Staff will also receive coaching to allow reflection and reviewing of results. The RTA (Read to Achieve) teacher has also completed Litcom training which gives her access to 300+ sessions on reading/**writing** strategies to be used with elementary students.

Our school is also partnered with the Southeast/South-Central Cooperative (SESC) that provides sessions including School Leaders and Coaches: A Partnership for School Success. This partnership offers training for multiple years to teachers (adding new teachers each year) that will focus on strategies to support teacher/coach collaboration and acceleration of practices, along with identifying site-specific action steps and leadership support for immediate and ongoing implementation, monitoring, and improvement.

We are also partnered with Green River Regional Education Cooperative (GRREC) who will be providing literacy academies for each level: Early Education, Elementary, and Middle/High School.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

No extension added

Attachment Summary

Attachment Name	Description	Associated Item(s)
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