



2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2022-23 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

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.

Julie Osborne, Principal (9.16.22)

Rachele Rice, Assistant Principal (9.16.22)

Amanda Croley, Assistant Principal (9.16.22)



2022-23 Phase One: Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

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

Table of Contents

2022-23 Phase One: Executive Summary for Schools	3
Attachment Summary	5

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

see attachment

ATTACHMENTS

Attachment Name



22-23 Description of School

School's Purpose

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

see attachment

ATTACHMENTS

Attachment Name



22-23 School's Purpose

Notable Achievements and Areas of Improvement

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

see attachment

ATTACHMENTS

Attachment Name



22-23 Notable Achievement and Areas of Improvements

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.

We have been classified as a TSI school. Work is in progress to address this description.

Additional Information

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

see attachment





ATTACHMENTS

Attachment Name



22-23 Additional Information

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 Additional Information		.
 22-23 Description of School		.
 22-23 Notable Achievement and Areas of Improvements		.
 22-23 School's Purpose		.

Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, serves 964 students (student membership as reported on the school report card), grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a soccer field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 36,264 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 95.7% white, not Hispanic or Latino, 0.9% black or African American, 0.4% American Indian, 0.4% Asian, 1.4% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is \$20,547. Of the county's population, 22.6% is below the poverty level. Furthermore, Whitley's median value of owner-occupied housing units is \$92,500. 81% of our students qualify for free or reduced lunch. Another important fact is that our county has 25.3% of its population under 18 years of age. Since this is a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include 81.4% of their adult-age relatives earned a high school diploma or higher and 20.4% of their adult-age relatives earned a bachelor's degree or higher. The concept of Post-Secondary Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands, Eastern Kentucky University, and Somerset Community College. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 15 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school. 51.9% of our students are male and 48.1% are female. Our student body

consists of 262 freshmen, 235 sophomores, 241 juniors, 222 seniors, and 4 non-diploma/grade 14 students. 21.7% of our learners are identified as students with disabilities. 81% of our students are economically disadvantaged.

Our faculty/staff consists of: 1 principal, 2 assistant principals, 2.5 school guidance counselors, 2 media specialists, 63 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 7 MSD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 2 crisis counselors and 1 SRO. We have a security entrance for the main campus in which all visitors must sign in with an off-duty sheriff's deputy to help ensure campus safety. All parents have online access to the school and district disciplinary code/student handbook. All guests are required to sign-in at the main entrance to the building and all of our classrooms have telephone access to outside lines.

School's Purpose

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

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

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

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

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

Notable Achievements and Areas of Improvement

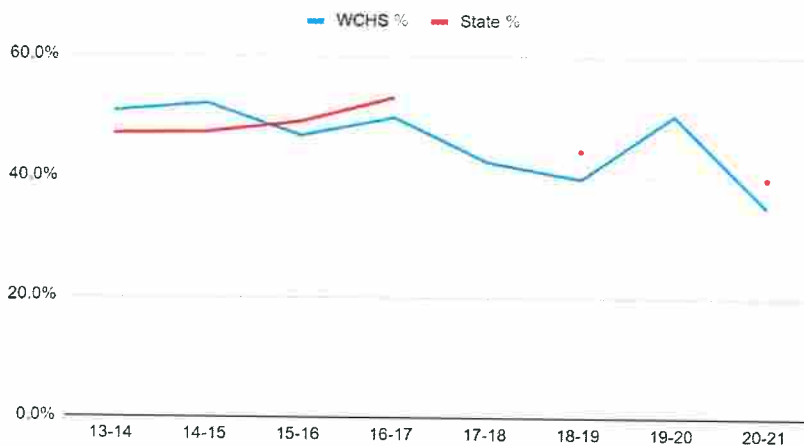
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements

2020-2021

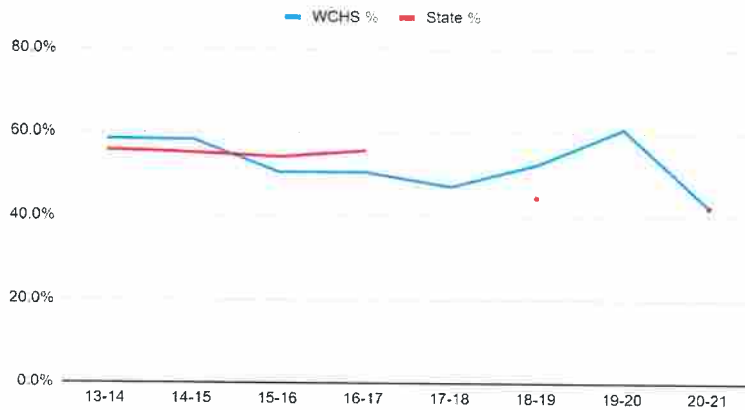
In the years prior to 2020-2021, we have seen an upward trend overall in our accountability data for several areas (refer to the charts below). We believe that barring COVID, the trend would have continued and will begin again starting with this school year.

ACT Reading



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

ACT English



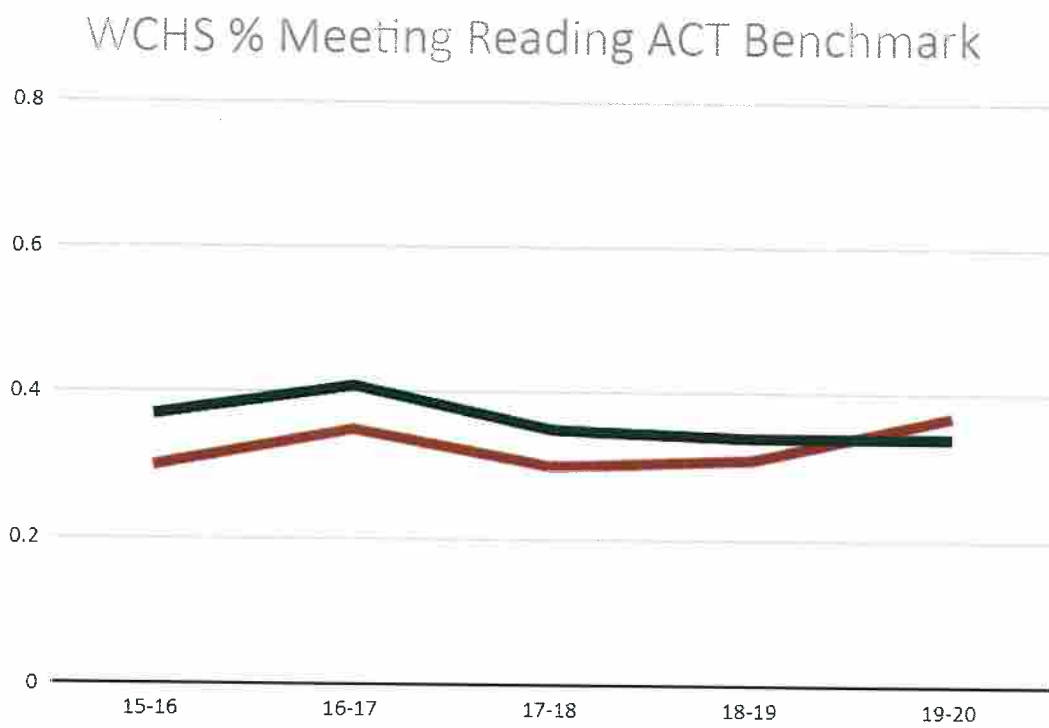
ACT English		
Year	WCHS %	State %
13-14	58.5%	55.9%
14-15	58.3%	55.3%
15-16	50.5%	54.3%
16-17	50.5%	55.8%
17-18	47.1%	
18-19	52.4%	44.5%
19-20	60.8%	
20-21	42.3%	42.3%

ACT Math



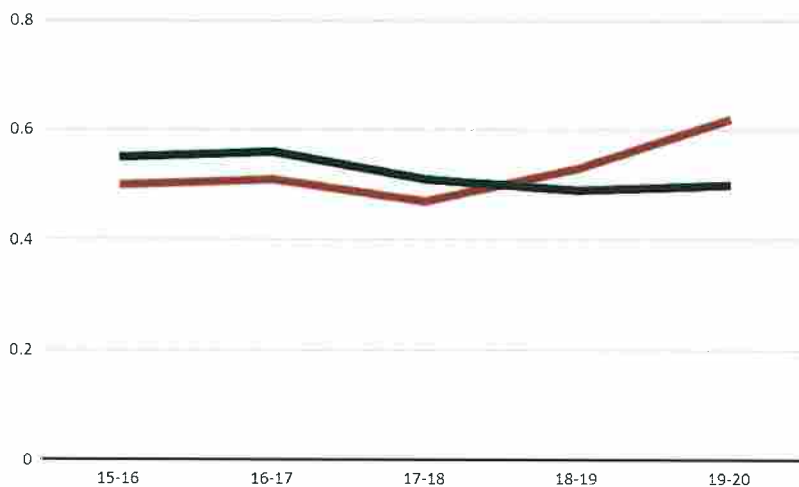
ACT Math		
Year	WCHS %	State %
13-14	34.7%	43.5%
14-15	26.3%	38.1%
15-16	25.5%	39.7%
16-17	37.6%	43.7%
17-18	32.5%	
18-19	38.5%	35.3%
19-20	40.6%	
20-21	23.6%	29.9%

2019-2020



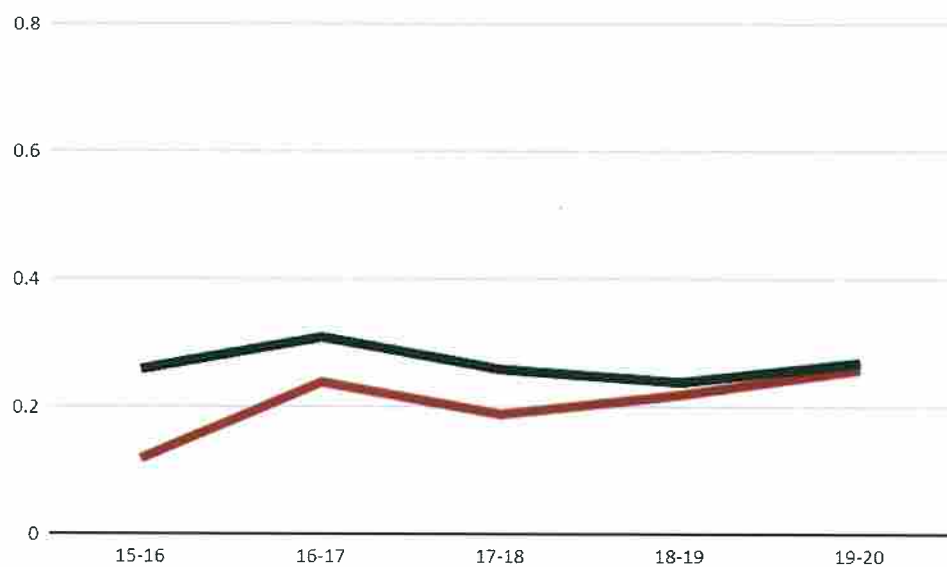
- ACT Reading – Percent of students meeting benchmark in the five-year trend data has moved from 30 to 37.
- ACT Reading – WCHS surpassed the state average by 3 percentage points.

WCHS % Meeting English ACT Benchmark



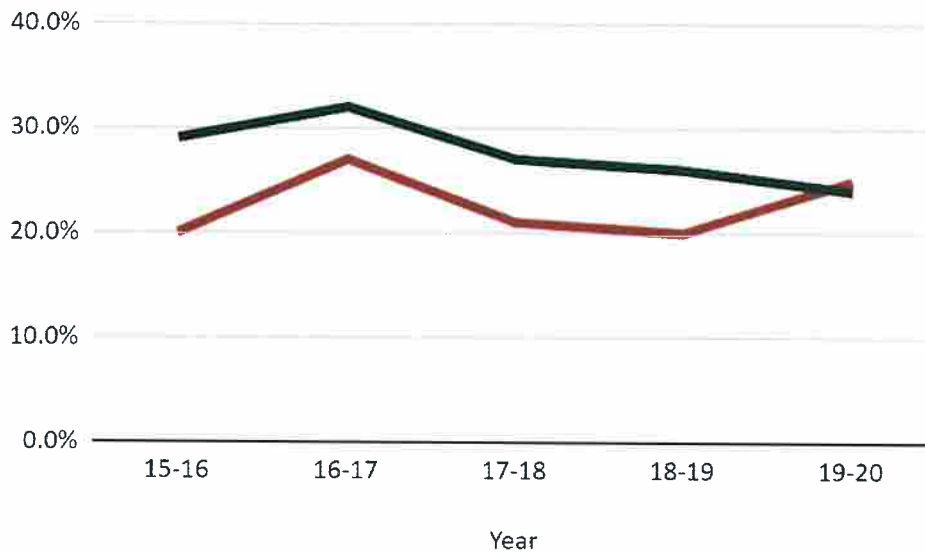
- ACT English – Percent of students meeting benchmark in the five-year trend data has moved from 50 to 62.
- ACT English – WCHS surpassed the state average by 12 percentage points.

WCHS % Meeting Math ACT Benchmark



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

WCHS % Meeting Science ACT Benchmark



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

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

2018-2019

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

Graduation rate was marked as High on the Indicator Scale.

Transition Readiness Indicator = 65.8

Demographics w/in this category:

- White Students = 65.6
- Free/Reduced Students = 61
- Students w Disability/IEP = 38.6
- Cut Score = 41
- In 16-17, CCR was 66.5. So comparatively speaking, although the current state assessment is NOT the same state assessment as 16-17, we have essentially fallen -.7 below the previous assessments for previous CCR/current Transition Readiness indicator.

Graduation Indicator = 96.6

Demographics w/in this category:

- White Students = 96.5.1
- Free/Reduced Students = 96
- Students w/ Disability/IEP = 79
- Cut Score = 85

4 Year Graduation Rate = 96.5

Opportunities for Continued Improvement

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

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

Comparing Students with Disability to All Students

Proficiency Indicator = ACT Reading and Math 57.1

Reading Scores

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

Math Scores

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

Transition Readiness Indicator = 62.7

- Students w/Disability = -22.2

Graduation Indicator = 96.1

- Students w/Disability = -15

Separate Academic Indicator = 67.1

Writing Scores

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

Science Scores

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

Additional Information

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

- Our JROTC unit has been recognized as "Honor with Distinction" since 1993.
- Over the last 13 years, we have had 59 students selected as Governor's Scholars.
- Our National Honor Society has over 398 historical members.
- We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.
- During the 2022 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

**** One-year scholarships totaled approximately \$620,000 awarded to WCHS students.

**** Four-year scholarships totaled approximately \$2,400,000 awarded to WCHS students.

- AmeriCorp has placed a College and Career Readiness Coach at WCHS eight consecutive school years.
- Several of our extra-curricular clubs and organizations participate, place, and win district, regional, state and national competitions.
- Several of our student organizations raise money for various charities and have numerous service-learning projects.
- We have a very active Visual and Performing Arts program with theatre, visual arts, chorus, and band. We have an annual choral and instrumental concert, and several drama performances throughout the school year.
- Class officers are elected by popular vote after campaigning.
- Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors. Also, our student athletes competed at the state level. In addition, we have more student-athletes signing to play sports at the collegiate level.
- We have hosted an Annual Community Thanksgiving in which students and other volunteers prepare and serve a Thanksgiving meal to all who attend.
- We have hosted an Annual Veteran's Day Breakfast and Celebration Ceremony for all area Veterans.
- We have hosted a Memorial Day Ceremony in our Courtyard of Patriots which is located at the front of our school.
- On their Annual Organization Day, our JROTC conducts a Change of Command Ceremony.
- Our F.O.R.T. honors a Student of the Month.
- Each year, our senior class participates in a Senior Walk through the high school, middle school and at their respective elementary school. During the Senior Walk, the seniors present "Life- Changer Awards" to those who have had the most impact on their educational career.

- Athletic Hall of Fame Banquet annually inducts members.
- Our Food Service Program provides free meals (breakfast and lunch) to all students including an afterschool snack.
- Two students attended the Gatton Academy in 2019-2020, one student attended in 2020-2021, and one attended in 2021-2022
- Two students earned an associates degree from University of the Cumberlands upon graduation from WCHS.
- Construction has begun on a new Career & Technical Education facility which will house at least two new pathways (Electrical Construction Engineering and Residential Carpenter Assistant).
- We have a full-time school nurse in our building as well as access to a school clinic adjacent to our campus.



2022-23 Phase One: School Safety Report

2022-23 Phase One: School Safety Report

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

Table of Contents

2022-23 Phase One: School Safety Report	3
---	---

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)
-----------------	-------------	--------------------



2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

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.

Refer to the attachment.

ATTACHMENTS

Attachment Name



22-23 Protocol and Trends

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?

Refer to the attachment.

ATTACHMENTS

Attachment Name



22-23 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.

Refer to the attachment.

ATTACHMENTS

Attachment Name



22-23 Trends



Whitley County High School KASC Test Graphs

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.

Refer to the attachment.

ATTACHMENTS

Attachment Name

 22-23 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.

Refer to the attachment.

ATTACHMENTS

Attachment Name

 22-23 Priorities/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.

Refer to the attachment.

ATTACHMENTS

Attachment Name

 22-23 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.

Refer to the attachment.









ATTACHMENTS

Attachment Name



22-23 Evaluate the Teaching and Learning Environment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 Current State		• 4
 22-23 Evaluate the Teaching and Learning Environment		• 7
 22-23 Priorities/Concerns		• 5
 22-23 Protocol and Trends		• 1
 22-23 Review of Previous Plan		• 2
 22-23 Strengths/Leverages		• 6
 22-23 Trends		• 3
 Whitley County High School KASC Test Graphs	Whitley County High School KASC Test Graphs	• 3

2022-2023 Needs Assessment

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

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

A&H, Anthony Osborne

ELA, Jennifer Smith and Joy Williams

Math, Jill Leach

PL/CS, Johnna Robinson

Science, Natayle Gallagher

SPED, Daryl Bowman

Social Studies, Derrick Lowrie

Our SBDM Council meets monthly to review specific topics from the guiding KASC agenda document. Our agendas are posted at the front doors of our school before a meeting and the final agendas are available for viewing. Members for the 22-23 council include the following:

Principal, Julie Osborne

Teacher Member, Britney Faulkner

Teacher Member, Derrick Lowrie

Teacher Member, Joy Williams

Parent Member, Jenine Leskiw

Parent Member, Travis Powers

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

- See KASC file (waiting to receive this source). 10/26/22
- Data trends in academic, cultural, and behavioral measures remaining significant areas for improvement include...

2022-2023 Needs Assessment

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

*Summary of Goals, Objectives, *Strategies and Activities*

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

- **Objective 1:** To increase the percentage of students scoring proficient/distinguished in reading from 35.7 to 42.5 by June 3, 2022.
 - Actual: 47.5% (+3.5% above state avg.)
 - State: 44%
- **Objective 2:** To increase the percentage of students scoring proficient/distinguished in math from 24.5 to 32.0 by June 3, 2022.
 - Actual: 36.3% (+.3% above state avg.)
 - State: 36%

Separate Academic Indicator Goal: By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 27.1 to 48.1 and the percentage of all students scoring proficient/distinguished in on-demand writing from 66.5 to 74.3.

- **Objective 1:** To increase the percentage of students scoring proficient/distinguished in on-demand writing from 66.5 to 69.1 by June 3, 2022.
 - Actual: 51.0% (+13% above state avg.)
 - State: Editing and Mechanics = 46%; ODW = 36%; Combined Writing = 38%
- **Objective 2:** To increase the percentage of students scoring proficient/distinguished in science from 27.1 to 34.1 by June 3, 2022.
 - Actual: 16.2% (+2.2% above state avg.)
 - State: 14%
- Social Studies NEW Baseline for this year
 - Actual: 34.8% (+.8% above state avg.)
 - State: 34%

Achievement Gap Goal:

- **Objective 1:** To increase the percentage of Gap Group Students (Disability with IEP) scoring proficient/distinguished in reading from 6.1 to 17.5 by June 3, 2022.

- Actual: 20.8%
- **Objective 2:** To increase the percentage of Gap Group Students (Disability with IEP) scoring proficient/distinguished in math from 6.1 to 19.8 by June 3, 2022.
 - Actual: 15.1%

Transition Readiness Goal: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career—including high demand) from 71.4 in (2019-2020) to 90.

- **Objective 1:** To increase the rate of students who are transition ready (non-duplicated academic and career—including high demand) from 71.4 in (2019-2020) to 77.6 by June 3, 2022.
 - Actual: 81.8% (Now called Post-Secondary Readiness)
 - State:

Graduation Goal: By 2025, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 94.9 to 95.5.

- **Objective 1:** to increase the graduation rate for all students from 94.9 to 95.1 by June 30, 2022.
 - Actual: 94.2%
 - State: 4-Year Cohort = 89.9%; 5-Year Cohort = 92%; Avg of both = 90.95%

* **Strategies and Activities Summary:** Our instructional strategies and planned activities as listed item by item in our previous CSIP will continue to have ongoing implementation and be revised as needed. The red script is how this year's plan is informed by what the data analysis of state assessments reveal.

Reading (all students):

- Teachers will utilize curriculum maps to document standards and content taught each twelve weeks. These maps are revised and reflected upon at the end of each school year in order to see pacing and timing of subject-matter and in consideration of meeting students where they are and where they need to be.
- Students will continue to use Chromebooks and various technological platforms to complete assignments, research, and performance based/skill based assessments in Google Classroom. Our teachers and students are adept at Chromebook incorporation and finding a balance between use of technology and direct instruction.
- English I and II teachers will implement guided reading instruction with text-based questioning to build reading comprehension skills. Our teachers have been working on developing guided reading questions for each of the texts students read. We also purchased new English textbooks last year and

are incorporating SAVAS resources that mirror what students will see on state assessments.

- English I and II teachers will continue to implement online testing preparation in their classes. As students have become accustomed to school online through Covid crisis requirements, the use of online resources has become very commonplace. Where paper and pencil assessments used to be the norm a few years ago, we have clearly moved to online supplements to enhance in-seat instruction.
- Mastery Prep program is used to reinforce base English/reading skills. Mastery Prep continues to be a program used for basic skills review so foundational concepts are spiraled for students to apply.
- Social Studies teachers will introduce and implement document-based questions as well as multiple-select questions on formative and summative assessments to familiarize students with the state social studies assessment format. Often our social studies teachers will also use timed readings to help students prepare for the ACT as needed.
- PL/CS teachers will continue to have students analyze industry-related articles for content and impact on the industry. Our PL/CS department will reinforce reading as preparation for KSA through industry-related articles.
- Music teacher will implement online rhythmic reading and will conduct class discussions of the meaning of musical texts. Across contents, literacy is a focus.
- Music teacher will utilize Chromebooks to research and study music history including composers and works of those composers.
- Drama teacher will practice literary interpretation and reading comprehension through classroom assignments of song interpretation.
- Drama teacher will create opportunities in which students will read and perform monologues, duets, scenes in plays, read for fluency, tone, expression and meaning.
- Drama teacher will expand history of theater unit to increase reading comprehension.
- All teachers will utilize instructional best practices and will collaborate via instructional shares during PLC Team meetings. Teachers take time to share with their colleagues what is working in their classrooms, what they would like to change in daily instruction, and what new activities and exercises they plan to implement. The ultimate goal is for students to be proficient in the standards presented.

- Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based projects and events.
- All teachers will refer students in need of academic intervention to before and after school programs offered by ESS (e.g. independent practice, homework help, credit recovery) and other enrichment options. **We received our 21st Century grant again and will utilize funds to continue this.**
- Counselors will schedule students who fail to meet benchmark on the universal screener to RTI Reading course. **Our universal screener is the CERT as well as the actual ACT. Students in grades 9-11 will be placed in an intervention course for English/Reading if they do not meet a benchmark.**
- All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student.

Math (all students):

- Math teachers will continue to share and utilize strategies within the department and across content areas as they apply.
- To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe.
- Algebra I will continue to review math skills using Mastery Prep book, online CERT review, and IXL objectives.
- Music teachers will utilize math-based activities in conjunction with rhythmic exercises.
- Math teachers will modify pacing guides and make other modifications TO existing curriculum documents, assessments, etc. via weekly PLC Team meeting.
- Teachers of 9th and 10th grade level math classes will continue to implement online KSA preparation (CERT video, Mastery Prep) in their classes. *Algebra I will conduct CERT review video days and students will complete worksheets aligned with those videos.
- Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will use group work to increase conceptual understanding.
- Mastery Prep program will be used to reinforce basic math skills and to review concepts taught in previous years and supplement current concepts.
- Teachers will provide explicit instruction on the proper use of Online Desmos calculators.

- All math courses grades 9-10 will utilize CERT materials as well as Mastery Prep items to further develop math skills. Purposeful RTI will target specific misconceptions of Algebra I and Geometry.
- PL/CS teachers will continue to include technical, real-world math in their instruction.
- All teachers will refer students in need of academic intervention to before and after school programs offered by ESS (e.g. independent practice, homework help, credit recovery) and other enrichment options.
- All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.
- Counselors will schedule students who fail to meet benchmark on the universal screener to RTI math course.
- Algebra I and Grade 9 math teachers will utilize the IXL Learning student reports to identify individual growth areas and this information will guide inspirational decisions. Students will review their identified improvement areas using IXL Learning to reach mastery of concepts. *We do not have Grade 9 math which was also known as a resource room; instead we have revamped our RTI classes to meet the needs of students exactly where they are.*
- Algebra I and Geometry and Math 9-10 will utilize CERT reports to identify students' improvement areas in math concepts and will make instructional decisions accordingly. *We do not have Math 9-10 classes as in resource rooms; instead we have revised our RTI classes and approach to interventions.*

English and Math Gap Group (students with disabilities/IEP): refer to TSI Reported information of our CSIP in the Executive Summary.

Transition Readiness Academic and Career (all students): *(Post-Secondary Readiness)*

- Counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options. *Students are able to observe that there are multiple ways/paths to college and/or a career.*
- During "College Application Week," all English classes participate in various college awareness activities and senior English students will also complete and submit at least one college application.
- Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT. *These interventions*

are incorporated into Algebra II for all students who have not met benchmark. Students are also provided three opportunities to take the KYOTE Math exam for more opportunities to meet a college academic benchmark.

- CTE teachers will utilize advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessments and completion of pathway.
- CTE teachers will publicize dual and articulated credits for pathways and CTE End-of-Program assessments. Dual and Articulated Credit courses are available in 7 pathways. All pathways offer either an Industry Certification exam or End-of-Program assessment. These opportunities allow students to have several paths to becoming postsecondary ready on the career side.
- English and CTE teachers will assign PowerPoint (or other slide producing platform) or report projects in which students will research a career choice as related to their ILP and present their findings. ACE allows students to research career information through an interest inventory
- CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins fund may cover the cost of the CTE teacher/advisor only.)
- Counselors will guide all 9th grade students to a career pathway based on the student's ILP. Counselors will meet individually with every student each year that they are in school to best build a schedule that includes academic and career needs/aspirations.
- Social Studies teachers will use periodic ACT-style passage reading under fixed conditions to familiarize students with testing conditions.
- Teachers of Freshman, Sophomore, and Junior level English, math and science classes will continue to implement online preparation programs in their classes. No Red Ink, IXL, Reading Plus, etc. are some examples.
- Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception–Freshman teachers will always have incoming freshmen students for their first year. Then when they become a sophomore/second year student, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors). A&A will meet as needed for specific purposes (i.e. graduation requirements, transcripts, and general “advising”) and daily for routine information sharing/communication. We have decided to have a monthly A&A this school year to address SEL and have topics that students will discuss and reflect upon: goal setting, self-awareness, tracking grades and progress in classes, etc.

- The AmeriCorp College Coach will provide first generation college-going low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future. The College Coach will meet with approximately 25 students from each grade level on a regular basis. However, they will also set up school-wide events and speak regularly with all students. All Junior and Senior students participated in a College and Career Showcase during College Application Week. Students met with at least 4 representatives and then reflected on this experience in their English course.
- CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available.
- Junior level students will have access to ACT prep programs. Especially all English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.
- CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.
- CTE teachers will utilize questioning techniques like those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions.
- CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.
- When opportunities arise, teachers will be encouraged to participate in state-level development and program of study revisions, course alignment, pathway development/revision, and standards development/revision.
- CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss students work performance.

Graduation Rate (all students):

- Determine options for providing targeted transitional interventions to students (e.g., intervention period, intervention classes, afterschool intervention time). Post-secondary readiness plans are developed for every student. Counselors keep a Save-A-Senior list to guide at-risk students.
- YSC Coordinator will make home visits to any at-risk student by referral.
- Counselors will provide incoming freshman students with career pathway information related to their ILPs to make elective choices. Counselors will

meet individually with students during 8th grade pre-registration and then will also discuss career pathway information during 9th grade orientation.

- Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Colonel Academy, Early Graduation, or Hardship Graduation options. Counselors review all student's academic records three times a year to determine which students would benefit from these programs.
- WCHS will increase the collaboration activities with the middle school for incoming freshman, including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning. Counselors will go to the middle school in the Spring of each year to meet with 8th grade students. Students and their families will also be able to watch a showcase video of all career pathway opportunities offered by WCHS.
- Data from the Early Warning Tool will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation on time, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state, and national levels. Counselors will use the data from the Early Warning Tool to identify students who are at-risk and meet with the students individually to develop a plan for success.

2022-2023 Needs Assessment

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

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

A&H, Anthony Osborne

ELA, Jennifer Smith and Joy Williams

Math, Jill Leach

PL/CS, Johnna Robinson

Science, Natayle Gallagher

SPED, Daryl Bowman

Social Studies, Derrick Lowrie

Our SBDM Council meets monthly to review specific topics from the guiding KASC agenda document. Our agendas are posted at the front doors of our school before a meeting and the final agendas are available for viewing. Members for the 22-23 council include the following:

Principal, Julie Osborne

Teacher Member, Britney Faulkner

Teacher Member, Derrick Lowrie

Teacher Member, Joy Williams

Parent Member, Jenine Leskiw

Parent Member, Travis Powers

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

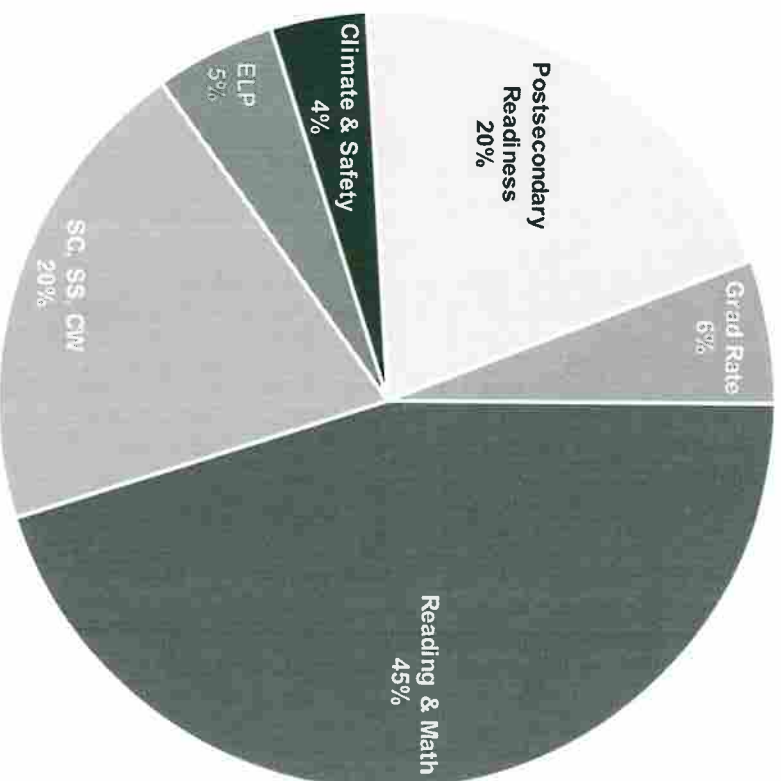
- See KASC file (waiting to receive this source). 10/26/22
- Data trends in academic, cultural, and behavioral measures remaining significant areas for improvement include...

Whitley County High School



Whitley County High School

KDE Indicator Weights



Indicator Level		
Reading & Math	Medium	
SC, SS, CW	High	
ELP		
Climate & Safety	Medium	
Post Sec. Readiness	Medium	
Grad Rate	Medium	

Federal Label (if applicable)

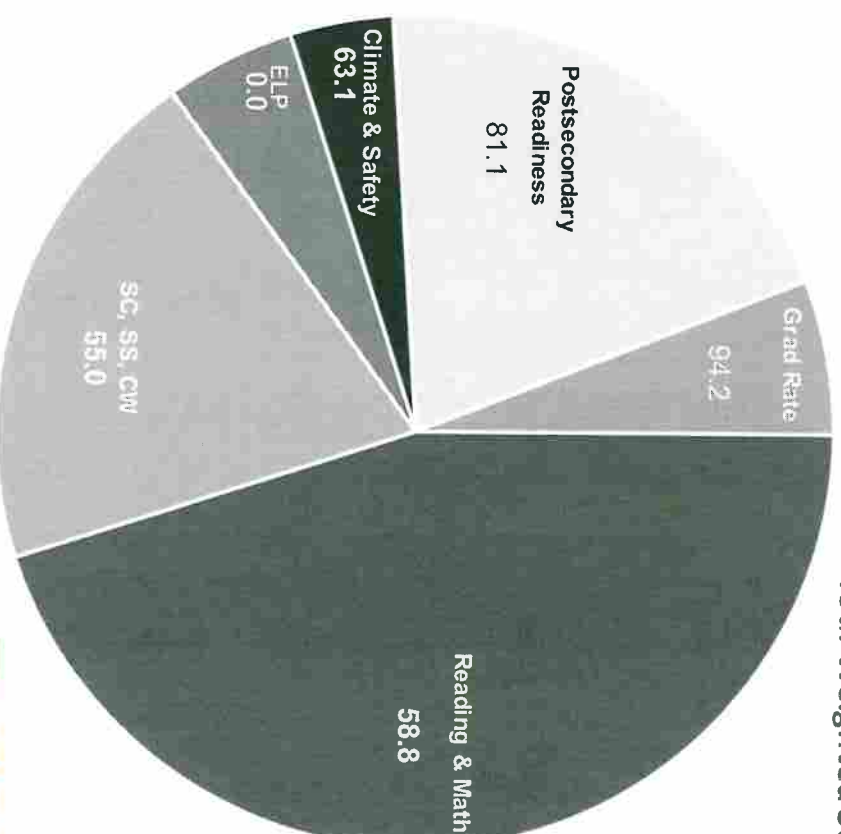
TSI

Disability

Your Overall Score

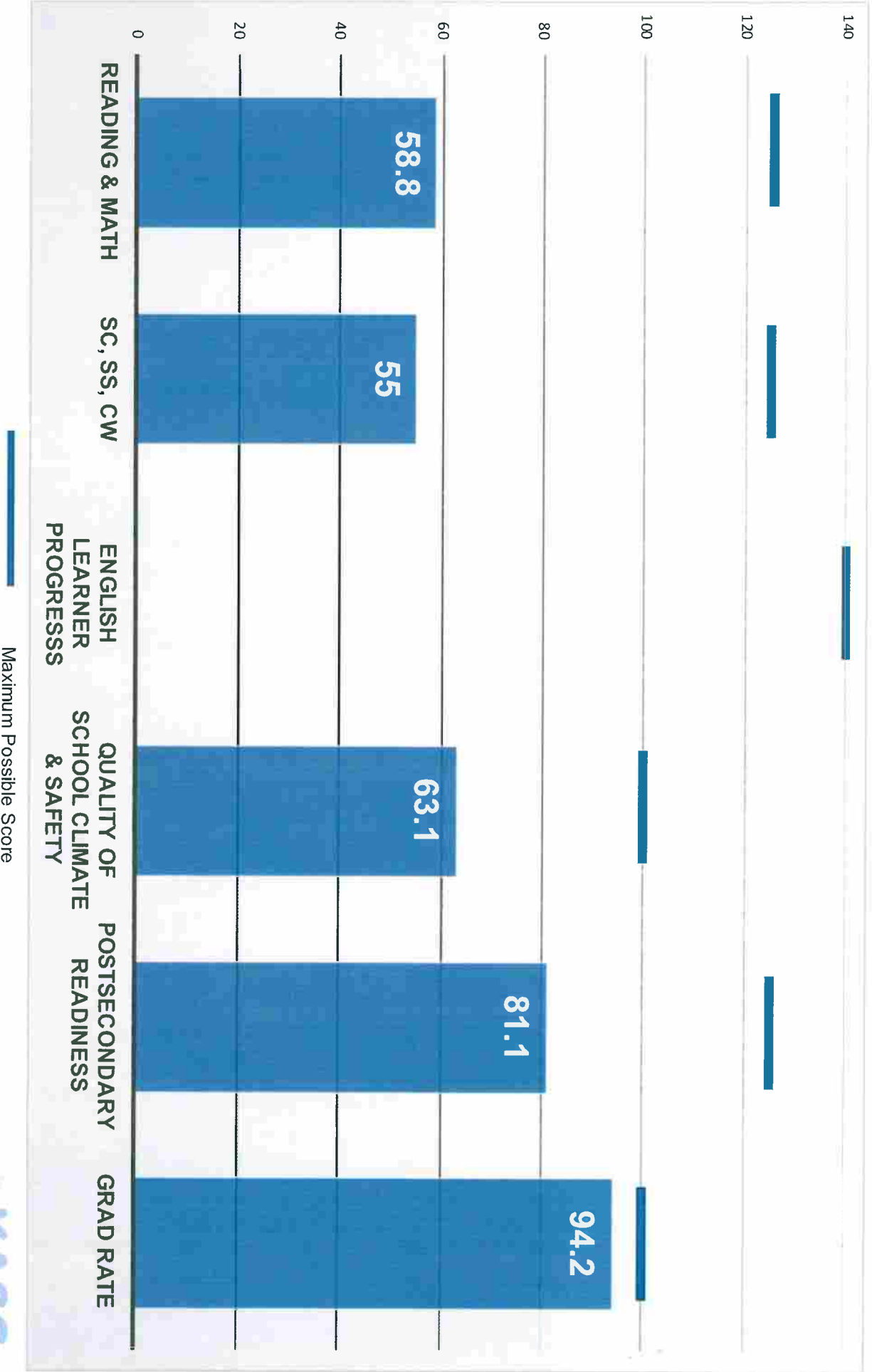
65.1

Your Weighted Scores



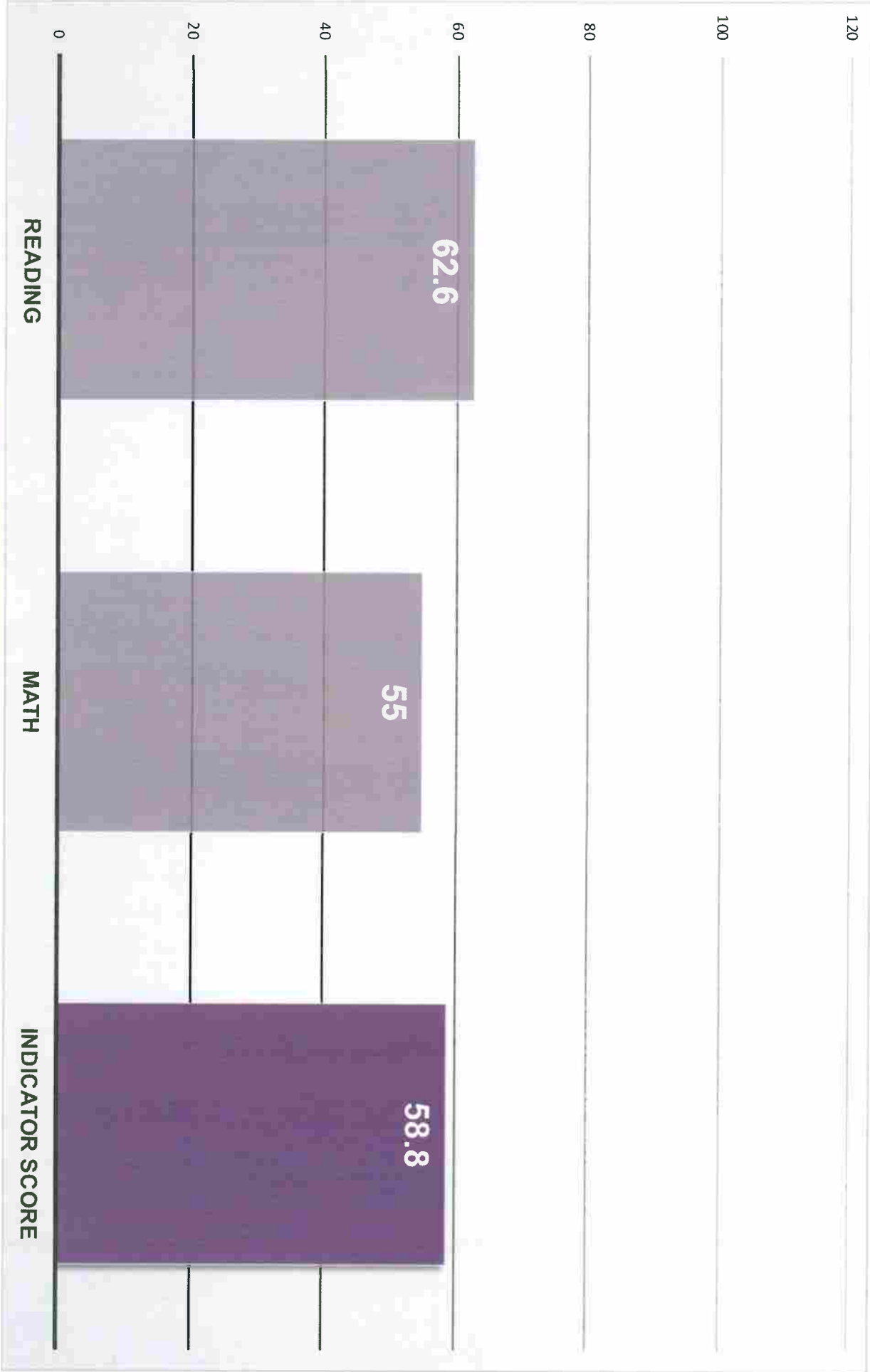
Whitley County High School

Indicator Scores



Whitley County High School

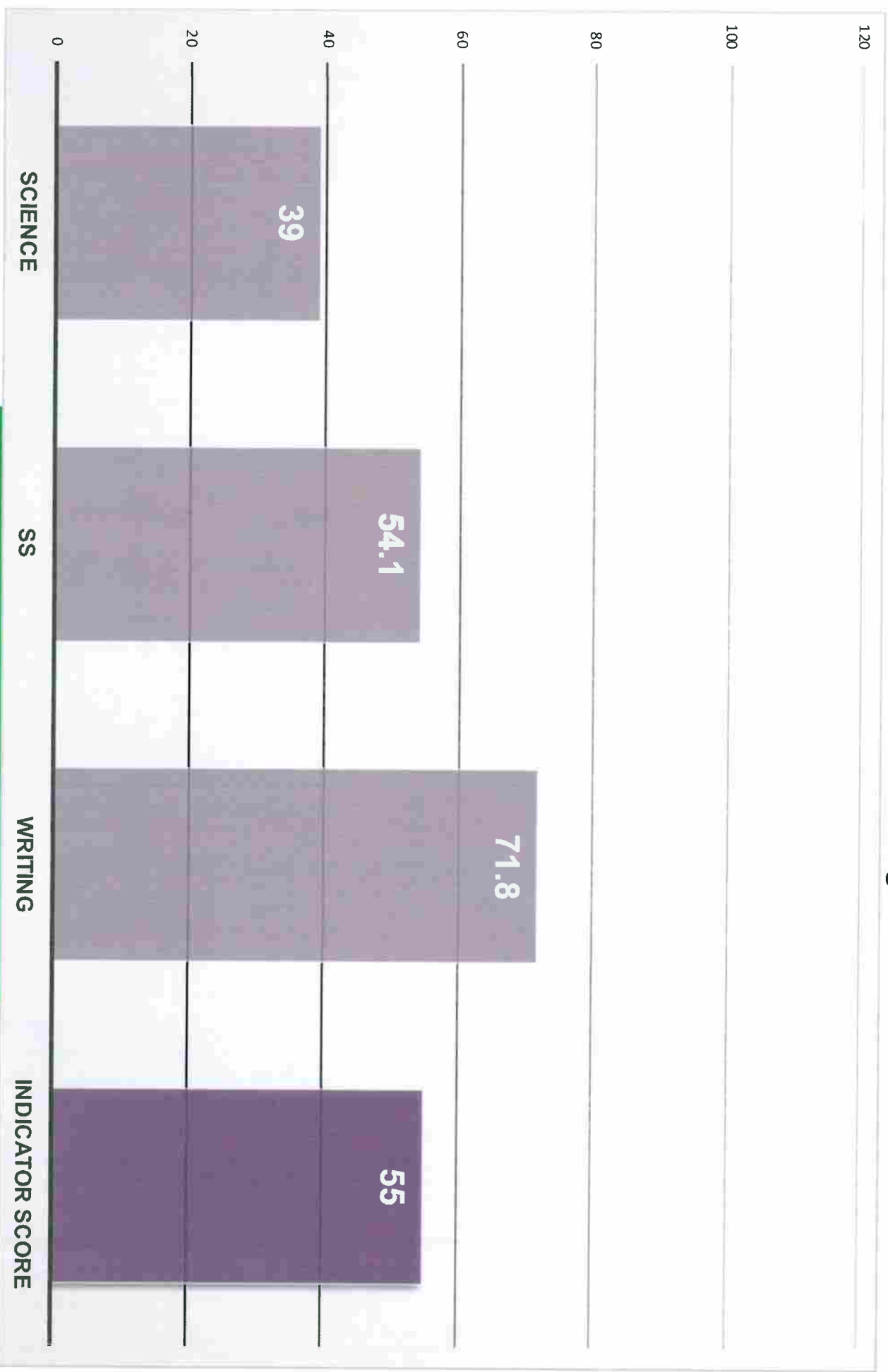
Reading and Math Status



Medium

Whitley County High School

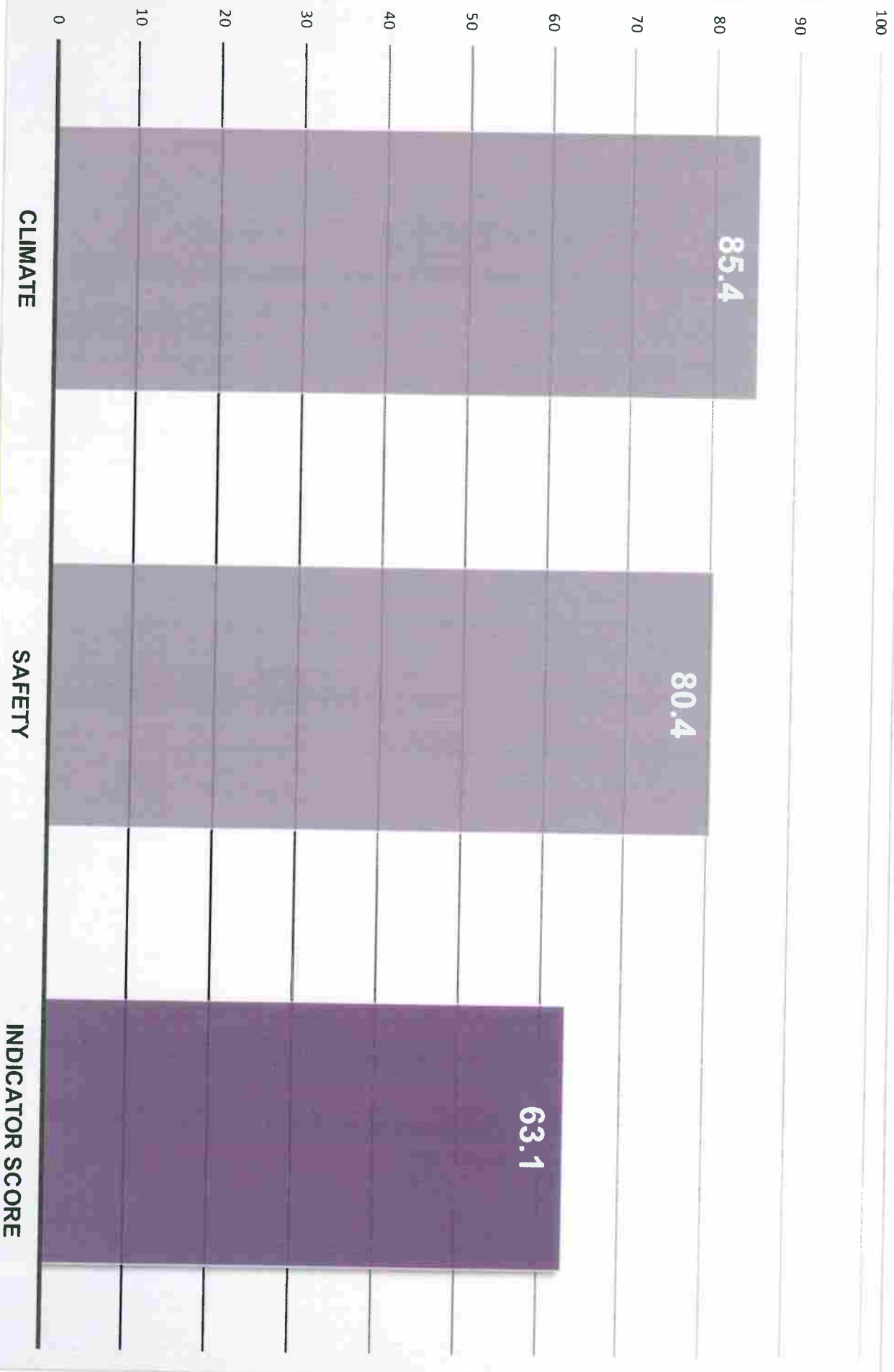
Science, Social Studies, Writing Status



High

Whitley County High School

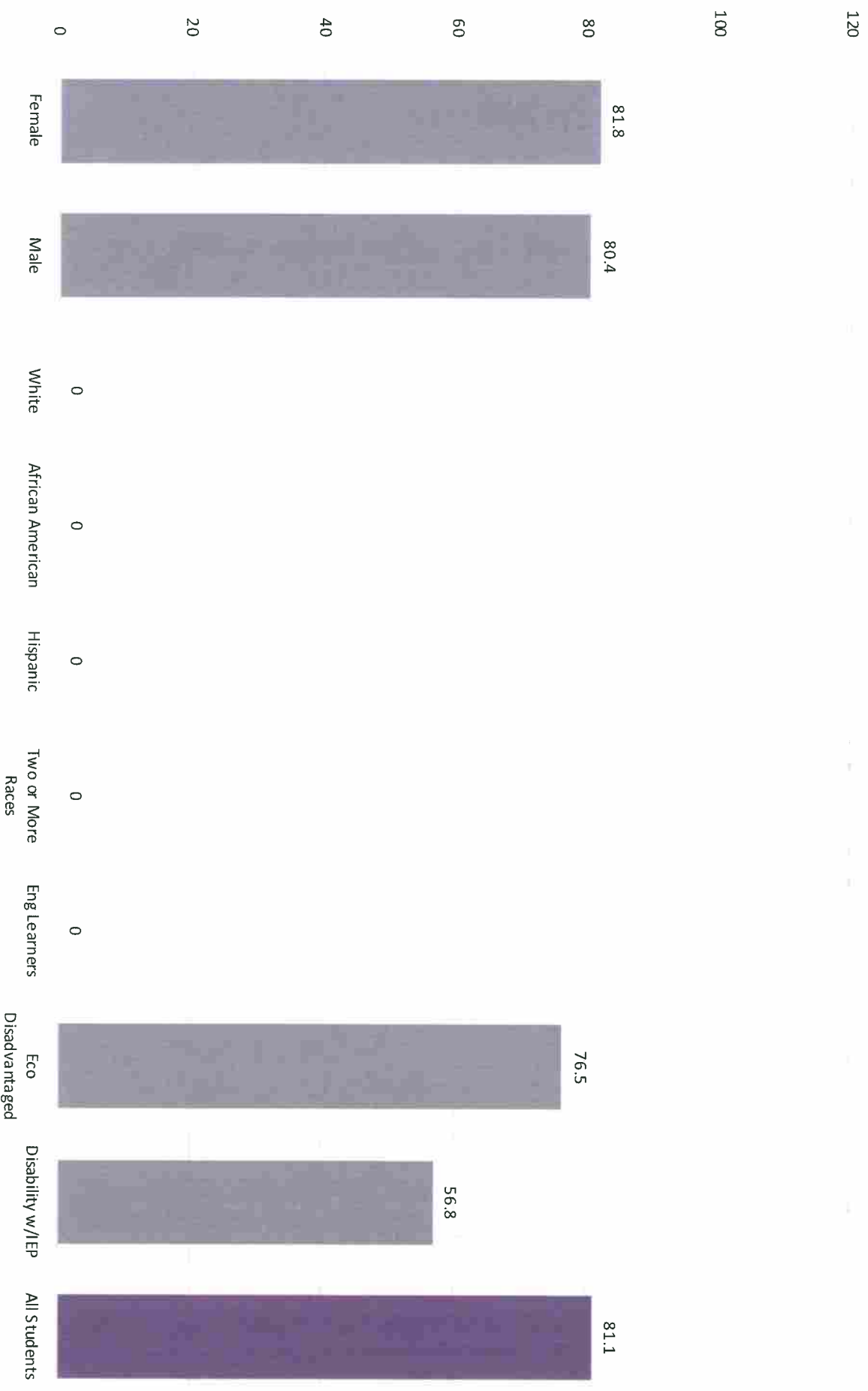
Quality of School Climate & Safety Status



Medium

Whitley County High School

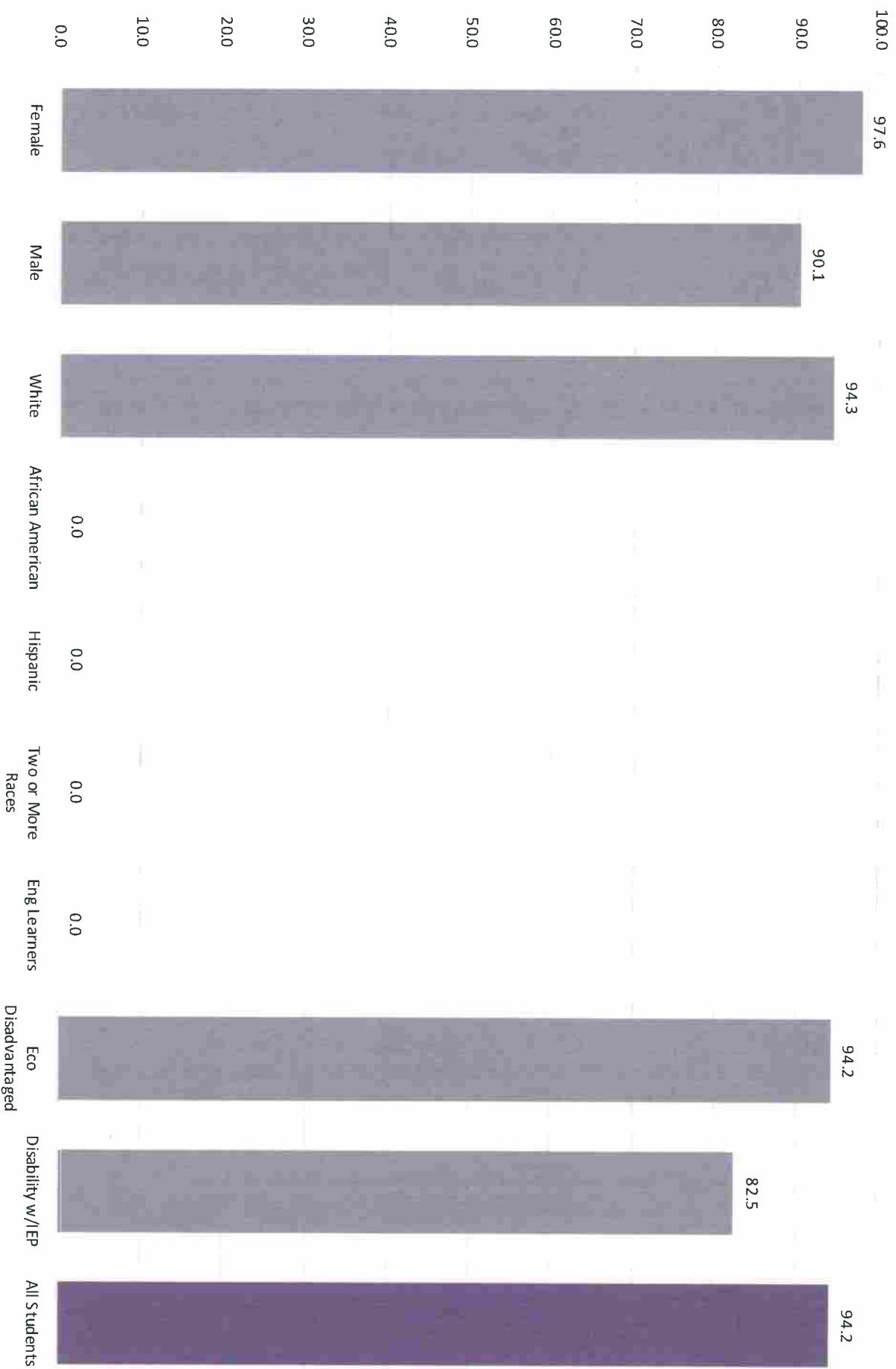
Postsecondary Readiness with High Demand



Medium

Whitley County High School

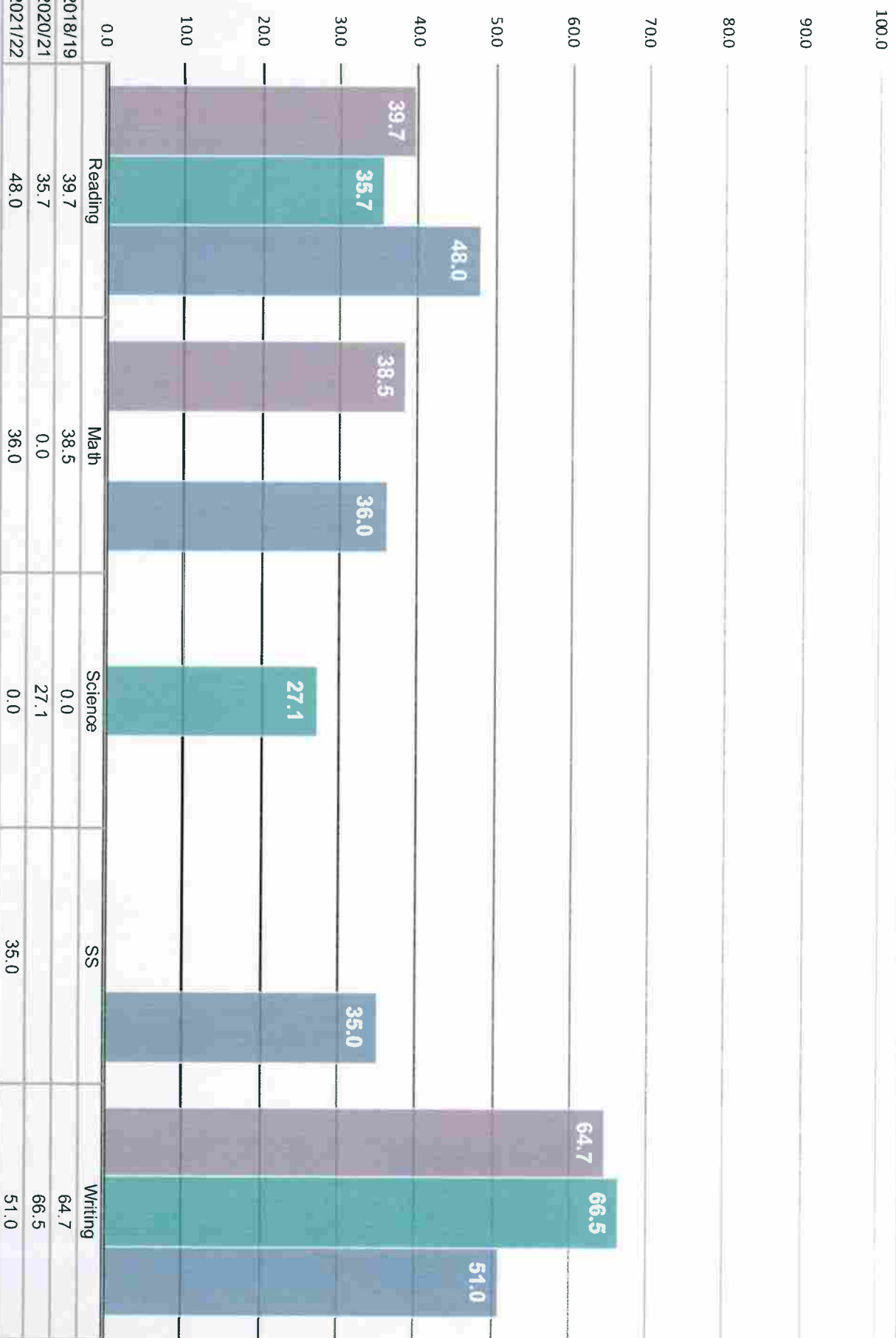
Graduation Rate



Medium

Whitley County High School

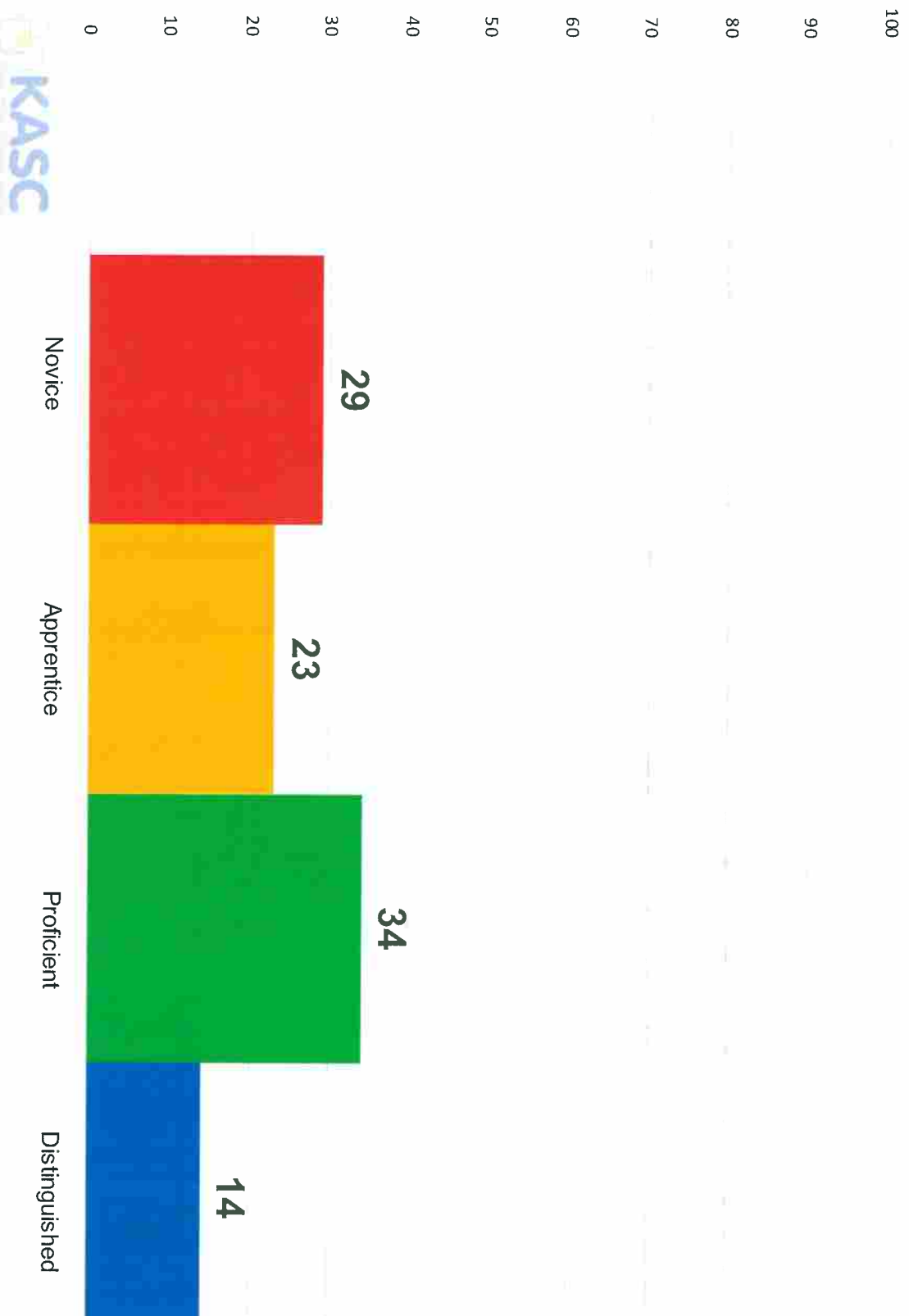
% Proficient and Distinguished by Subject



Whitley County High School

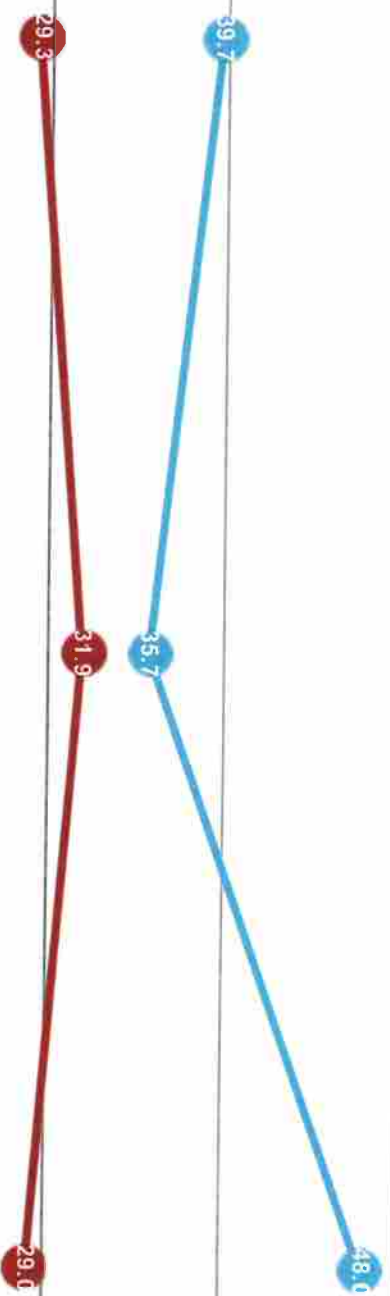
Performance Level % Novice, Apprentice, Proficient, Distinguished Reading

2021/22 School Year



Whitley County High School

% Proficient/Distinguished and % Novice Reading - All Students



2018/19

2020/21

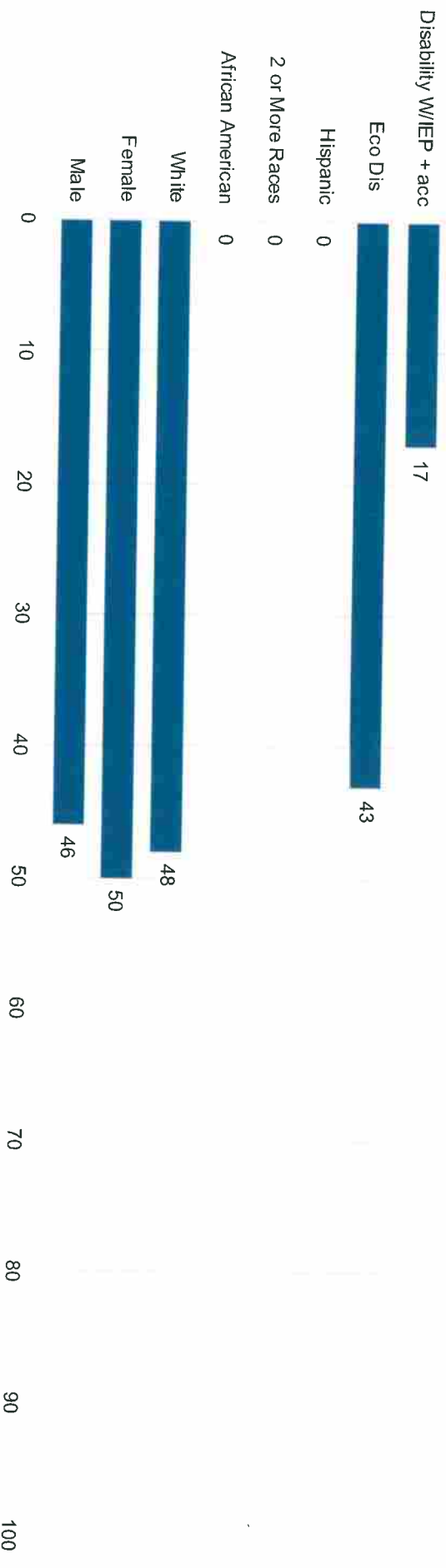
2021/22

Proficient & Distinguished Novice

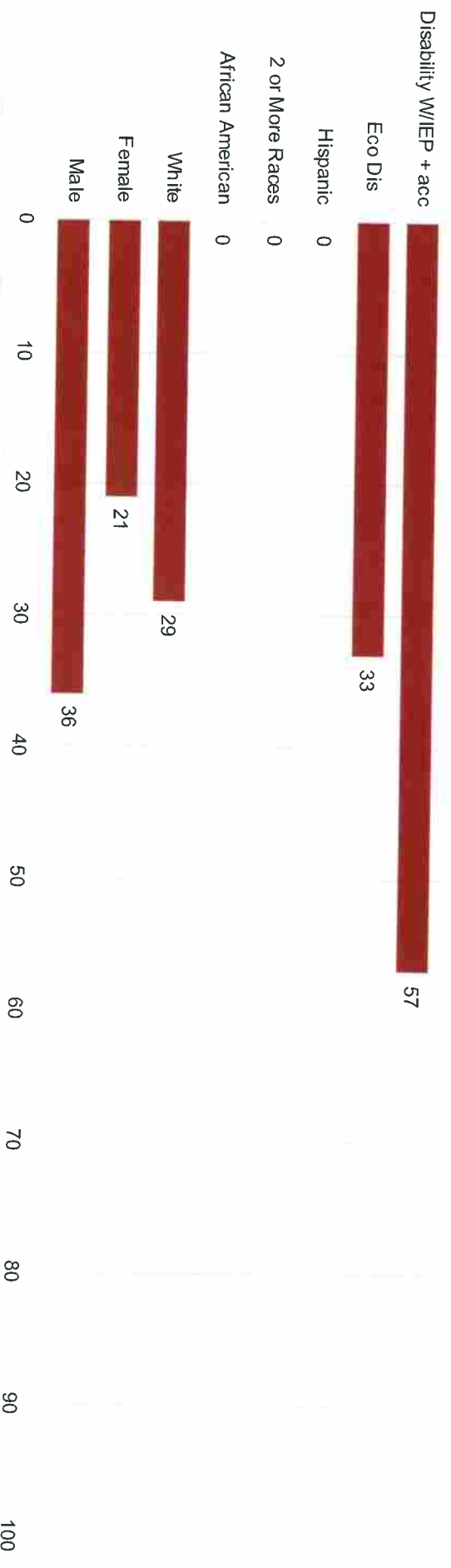
Whitley County High School

Reading Performance Level % by Group

P&D 2021/22



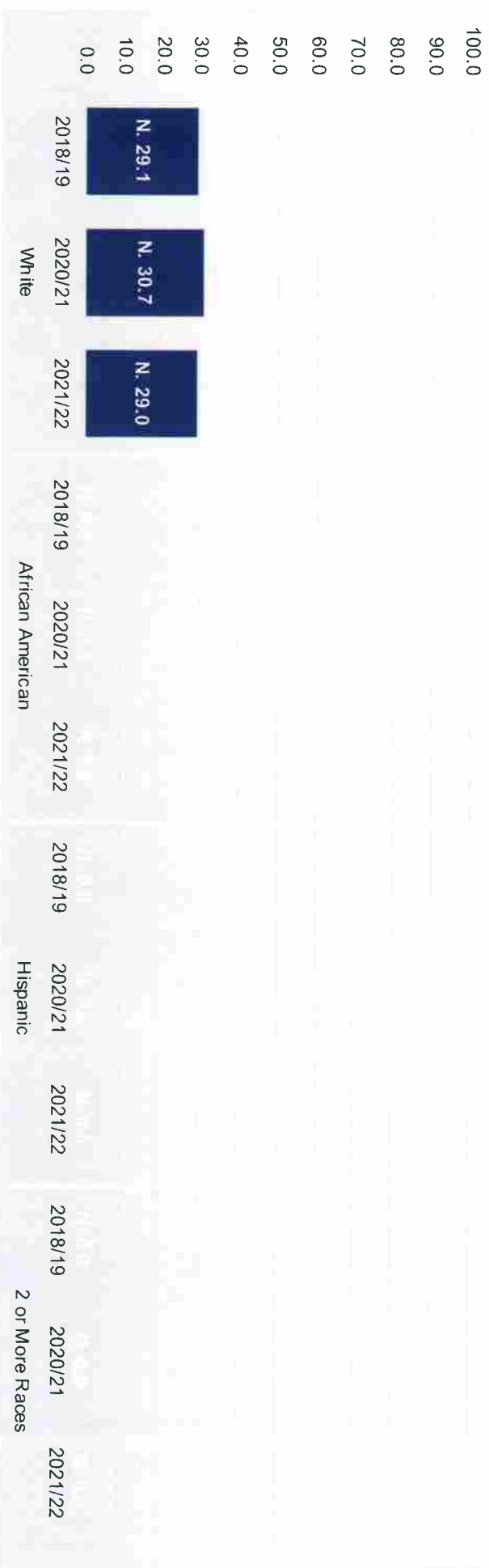
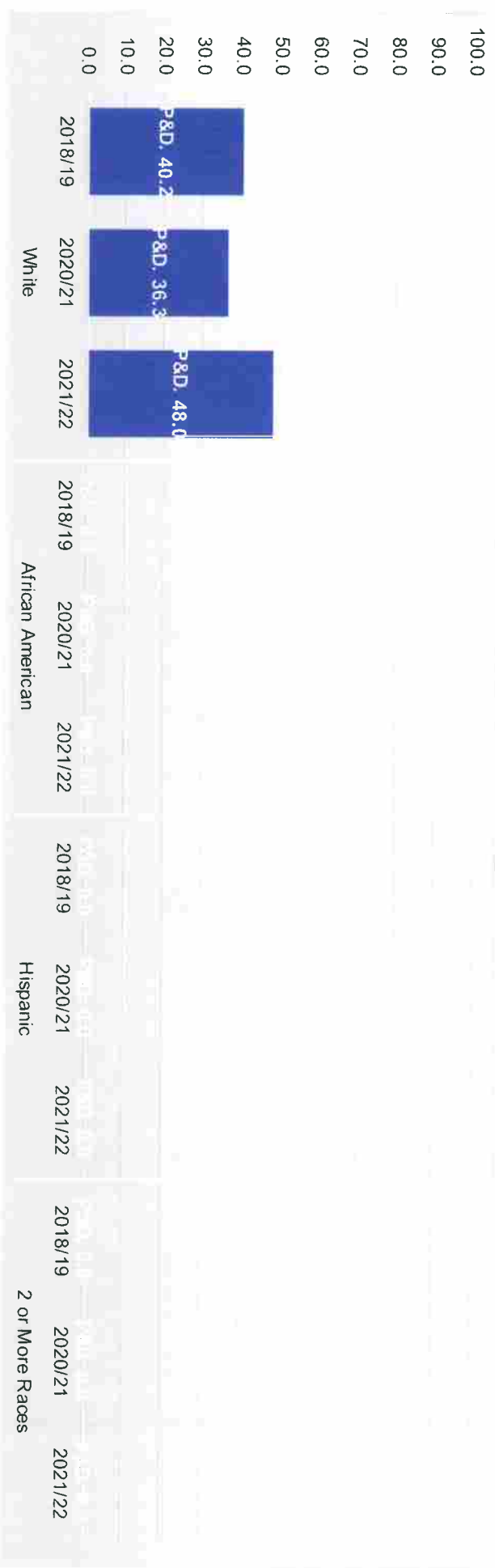
Novice 2021/22



Whitley County High School

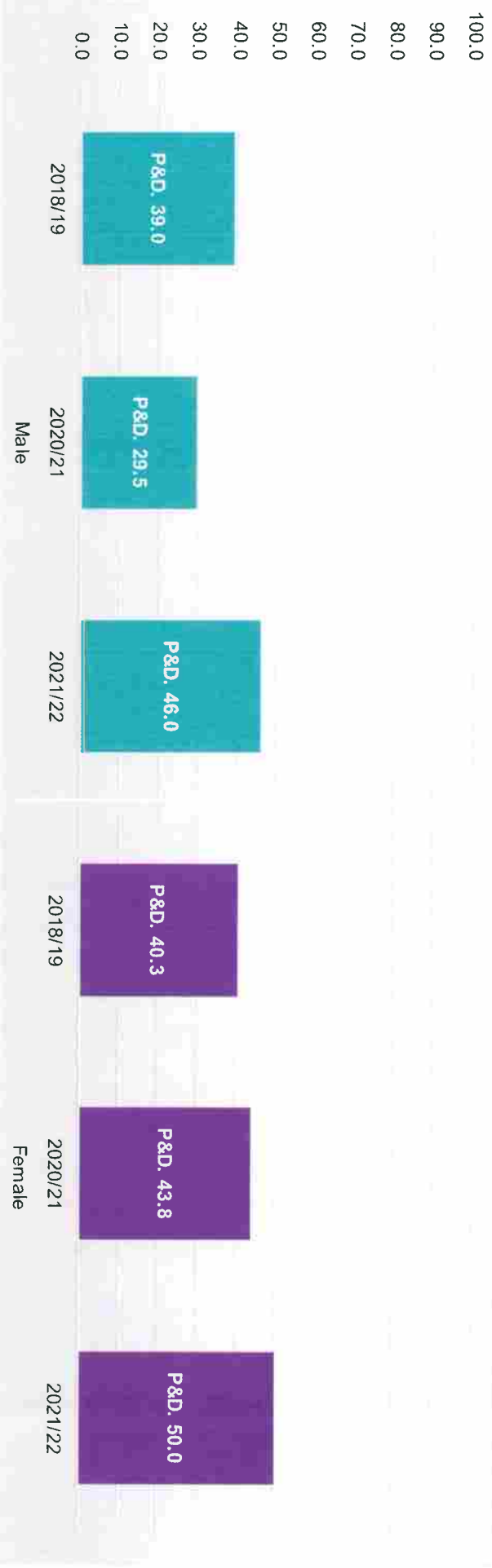
% Proficient/Distinguished and % Novice by Group - Over Time

Reading



Whitley County High School

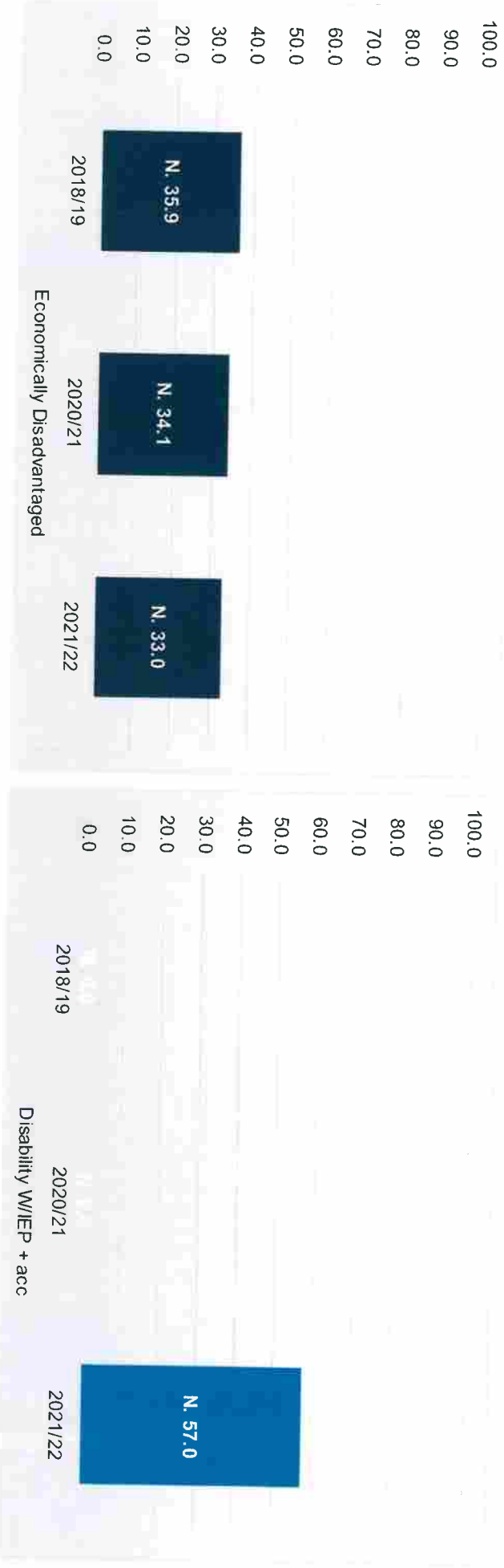
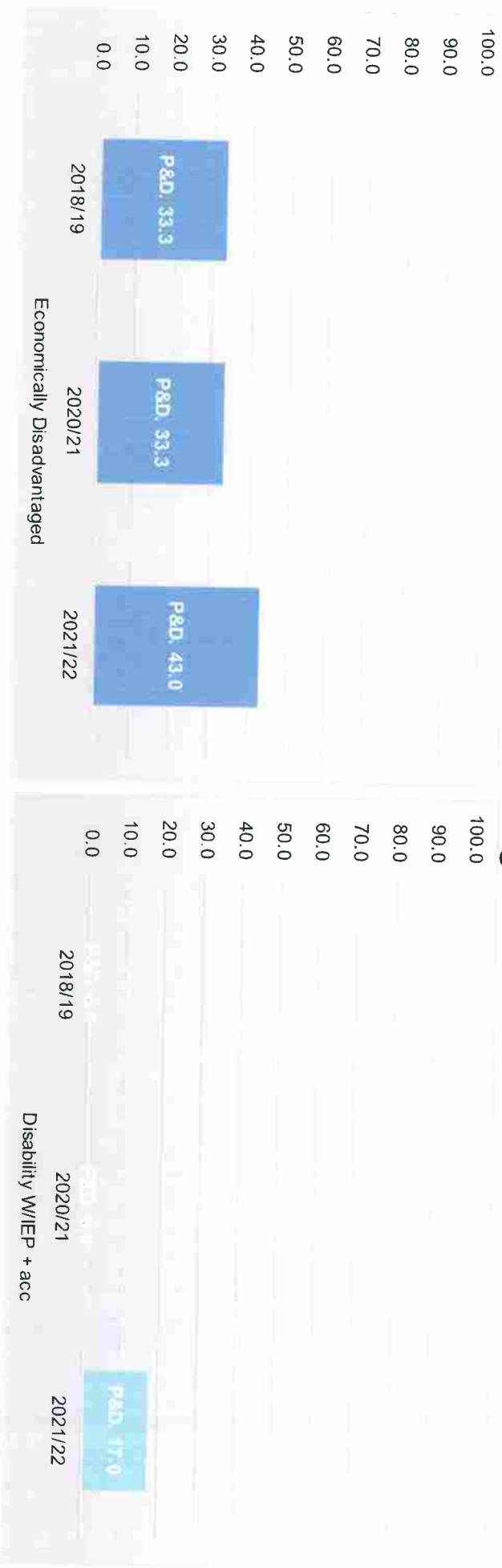
% Proficient/Distinguished and % Novice by Group - Over Time Reading



Whitley County High School

% Proficient/Distinguished and % Novice by Group - Over Time

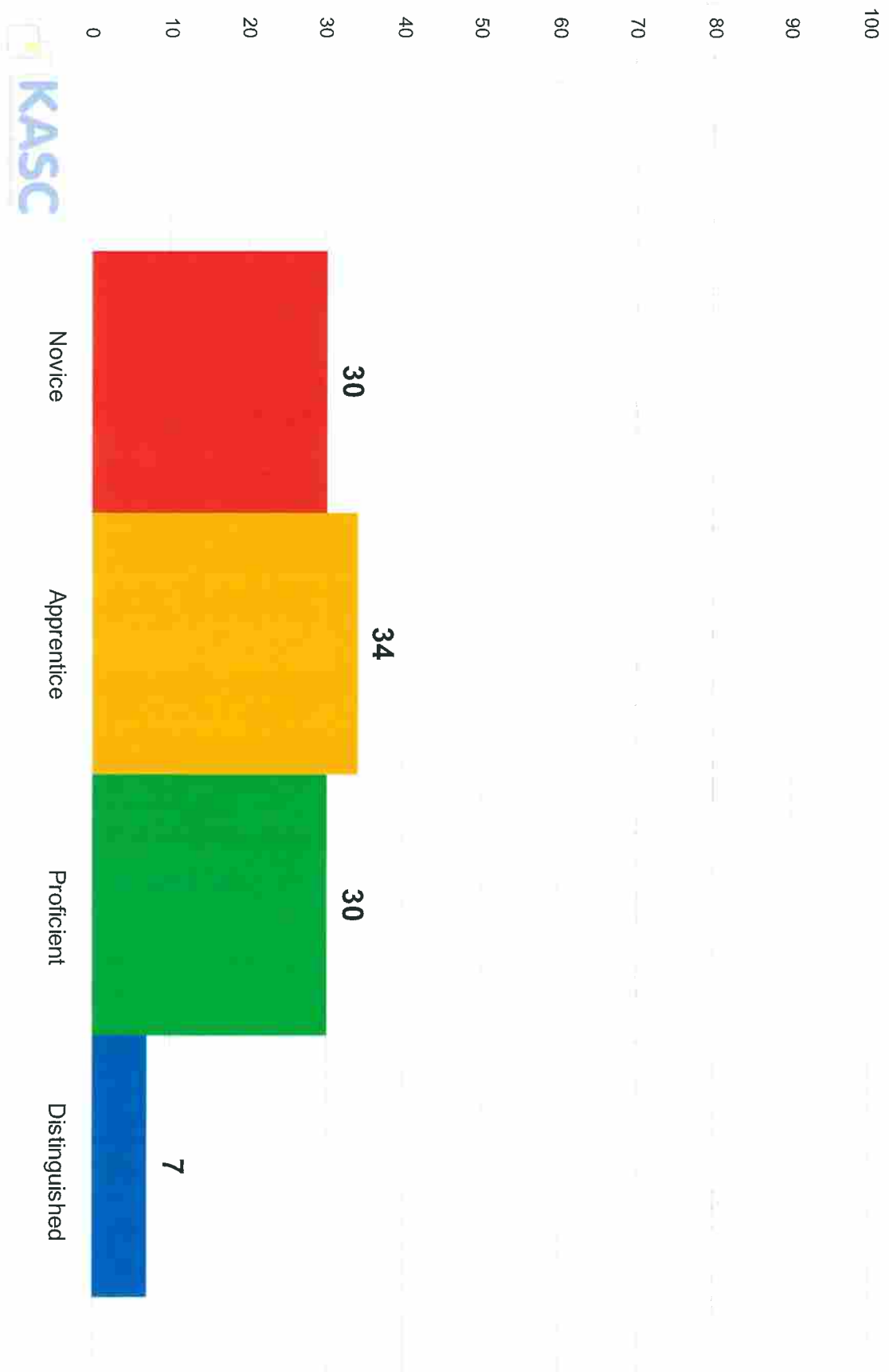
Reading



Whitley County High School

Performance Level % Novice, Apprentice, Proficient, Distinguished Math

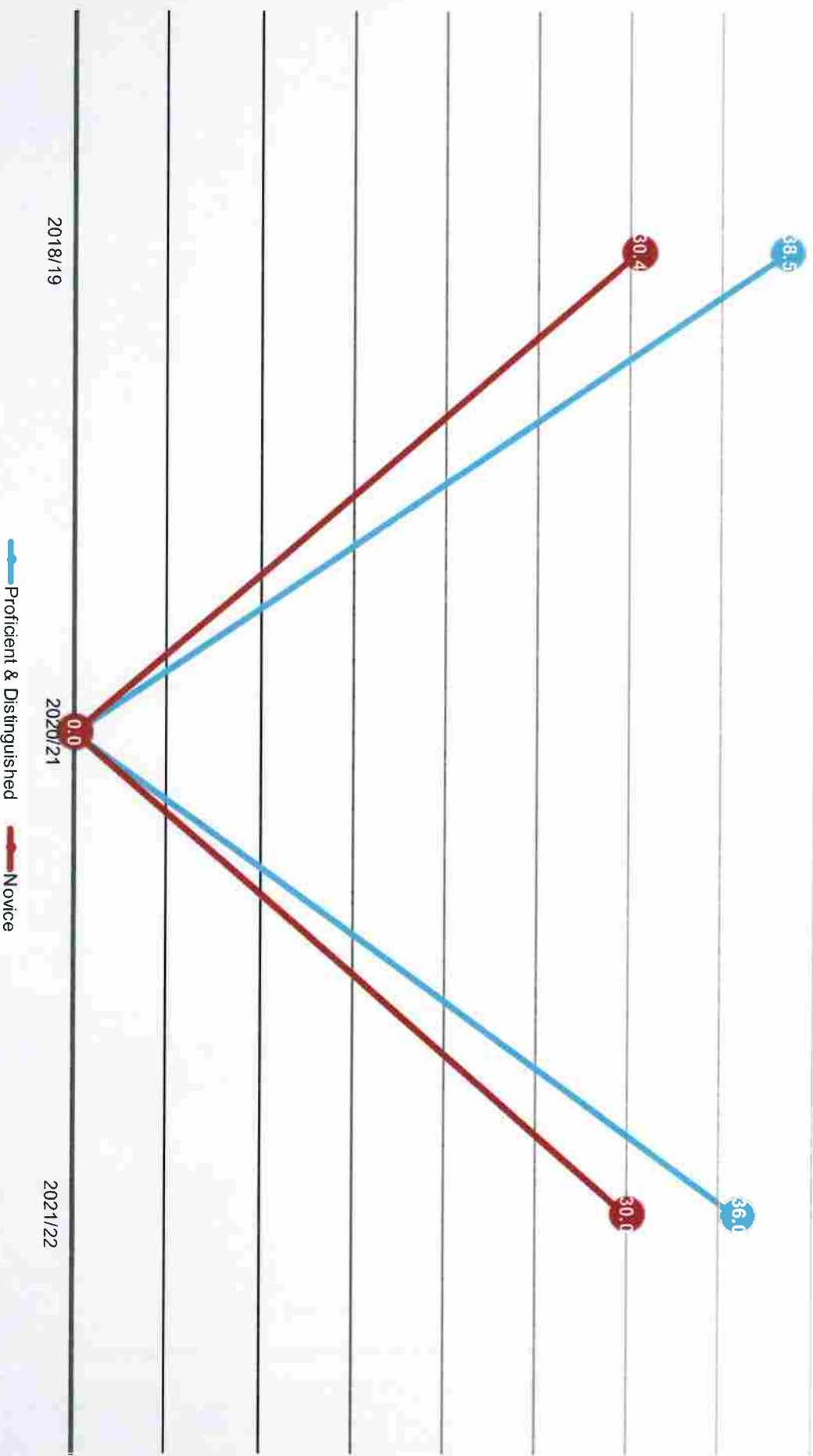
2021/22 School Year



Whitley County High School

% Proficient/Distinguished and % Novice

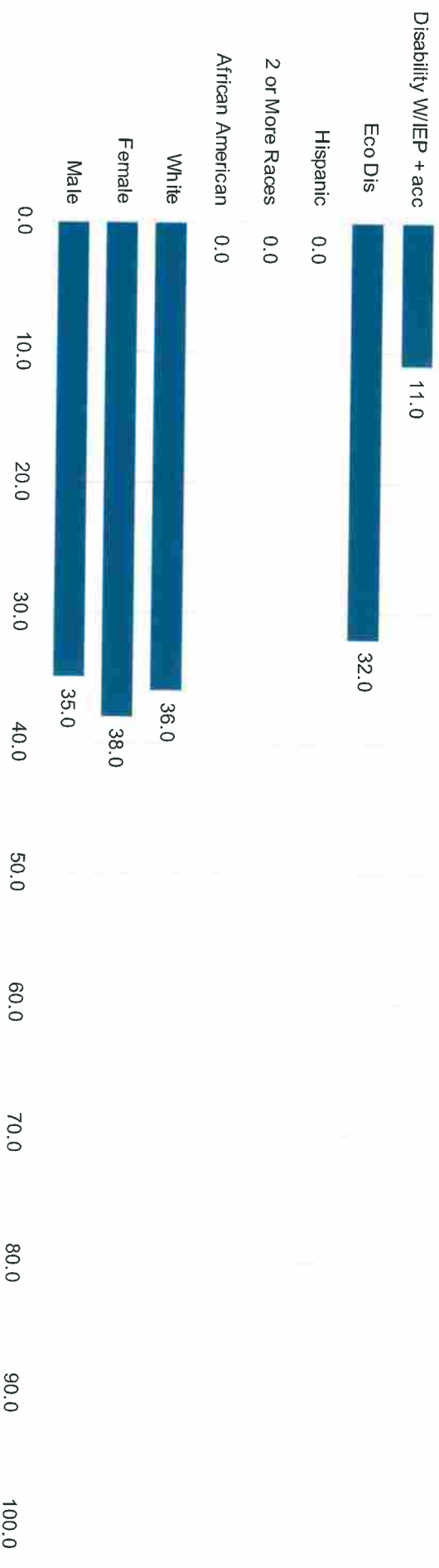
Math - All Students



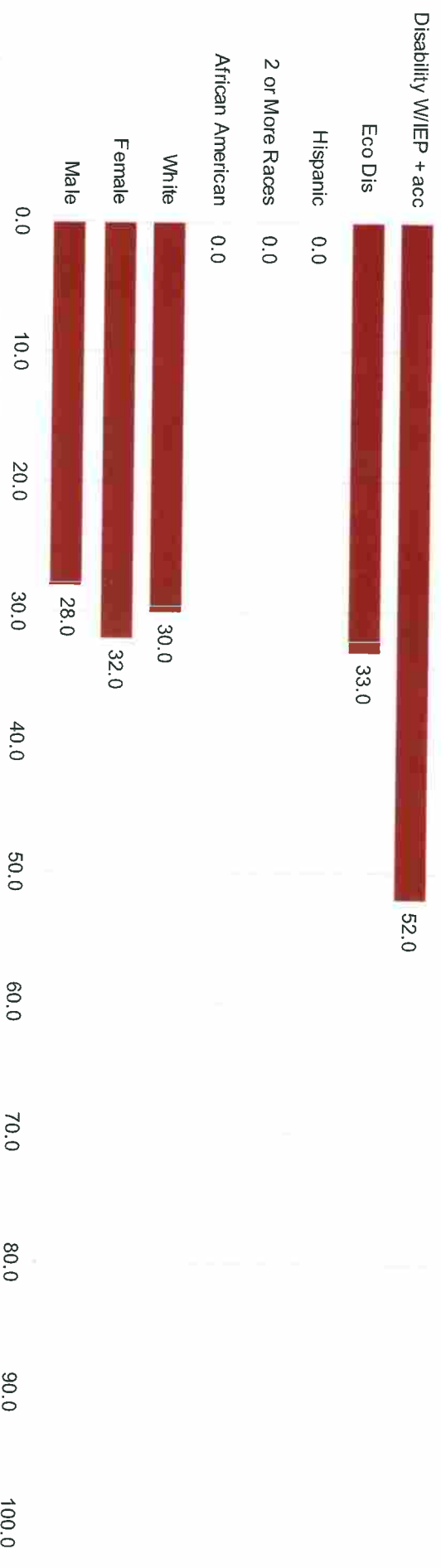
Whitley County High School

Math Performance Level % by Group

P&D 2021/22



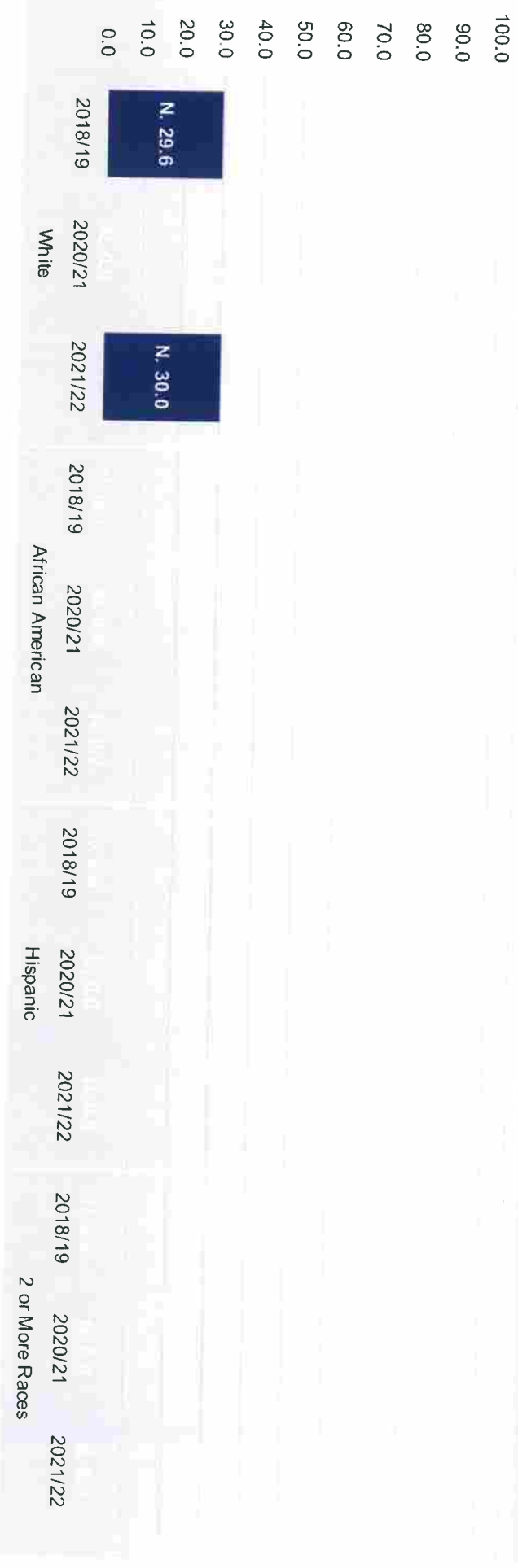
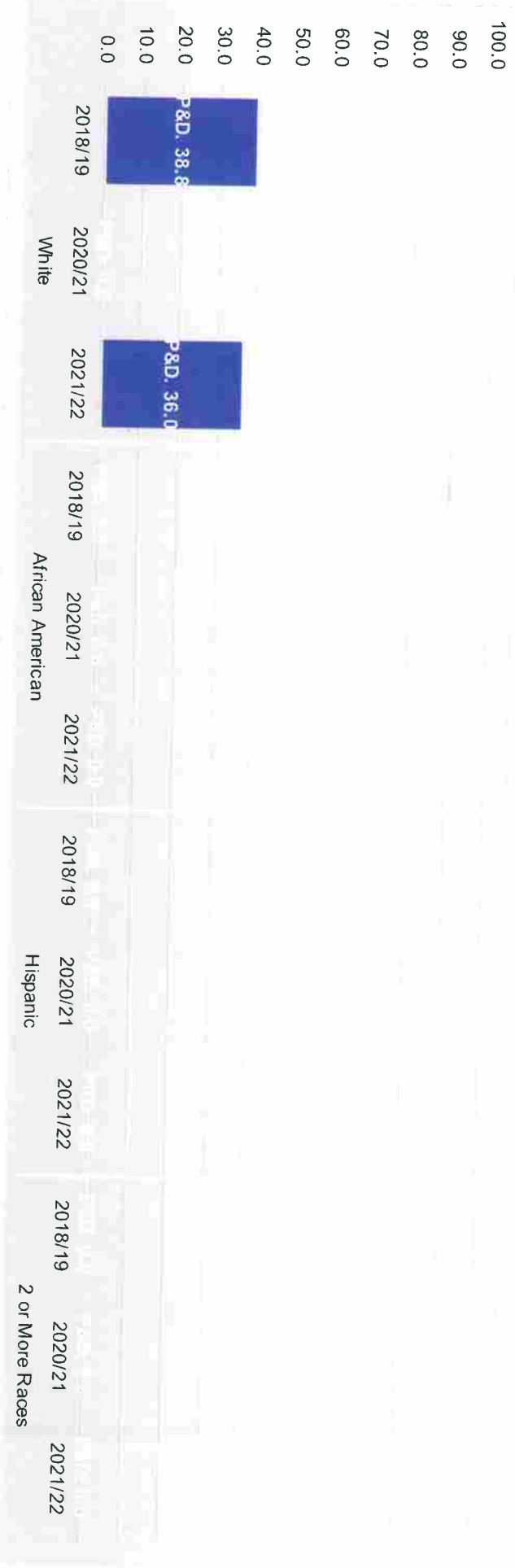
Novice 2021/22



Whitley County High School

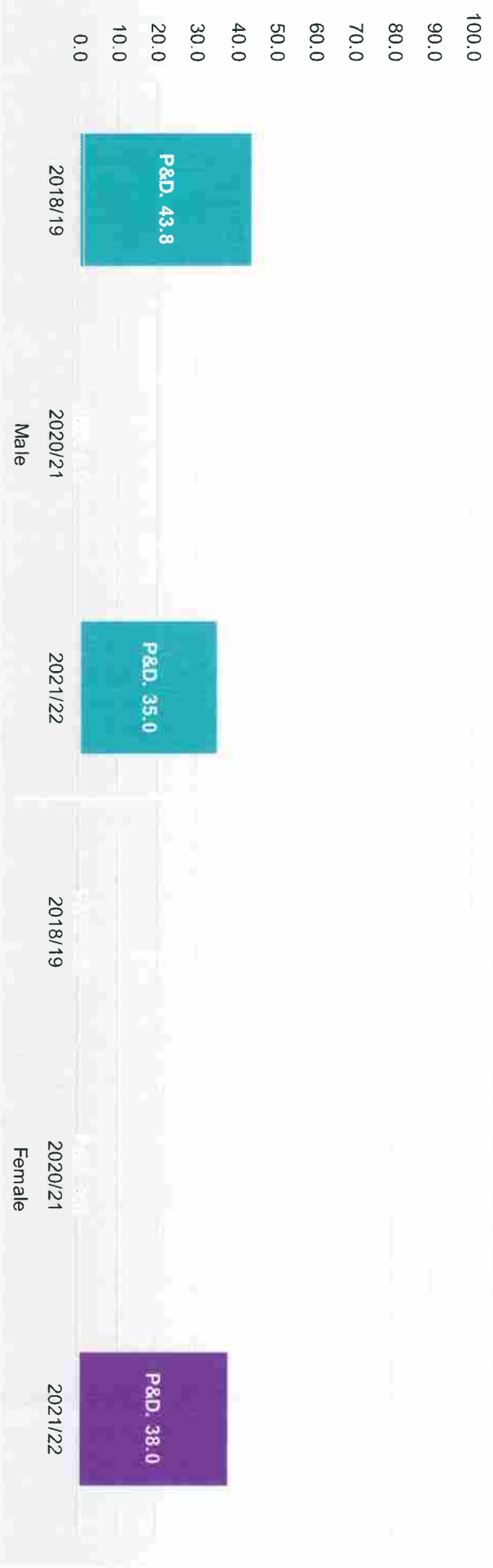
% Proficient/Distinguished and % Novice by Group - Over Time

Math



Whitley County High School

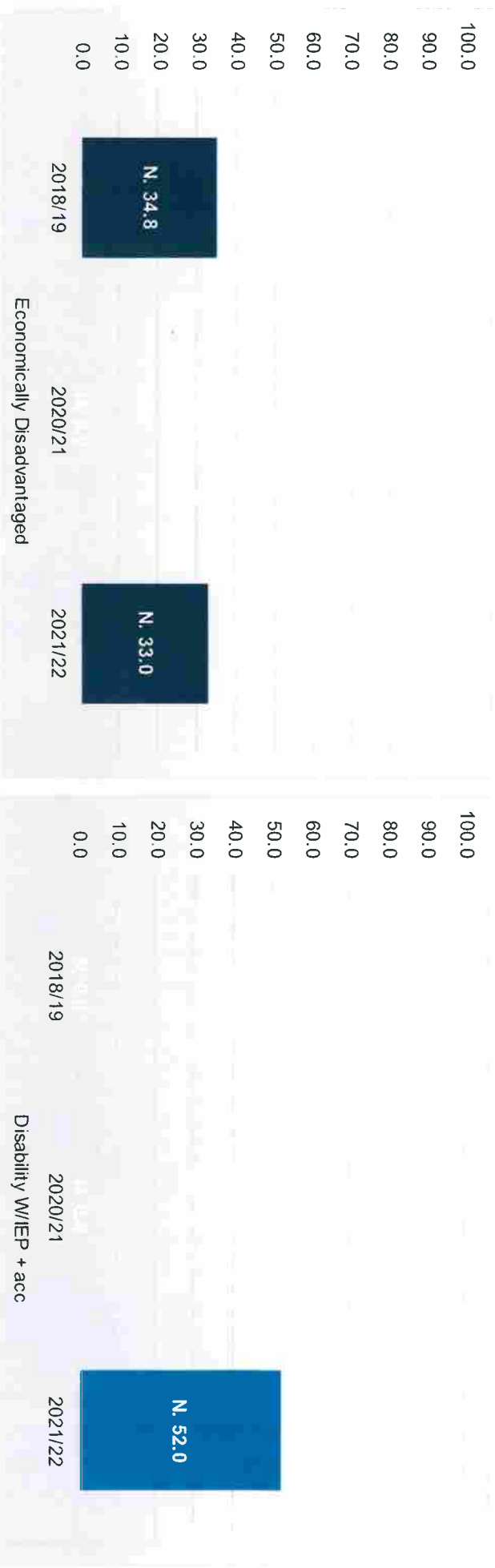
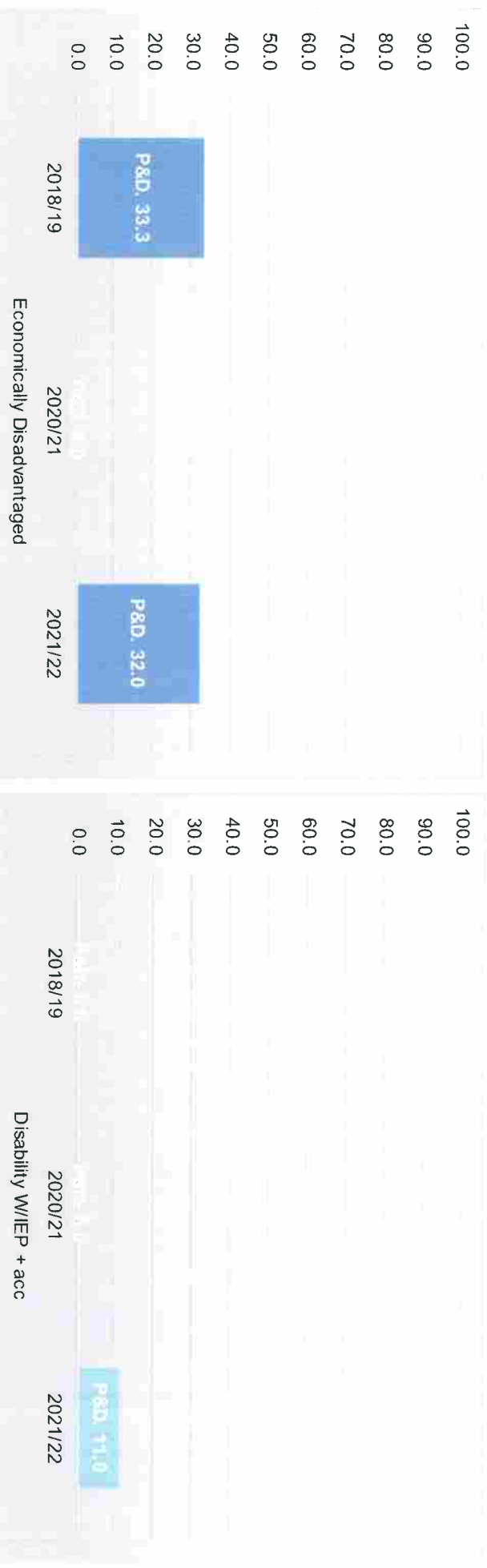
% Proficient/Distinguished and % Novice by Group - Over Time Math



Whitley County High School

% Proficient/Distinguished and % Novice by Group - Over Time

Math



Whitley County High School

Performance Level % Novice, Apprentice, Proficient, Distinguished Science

2021/22 School Year

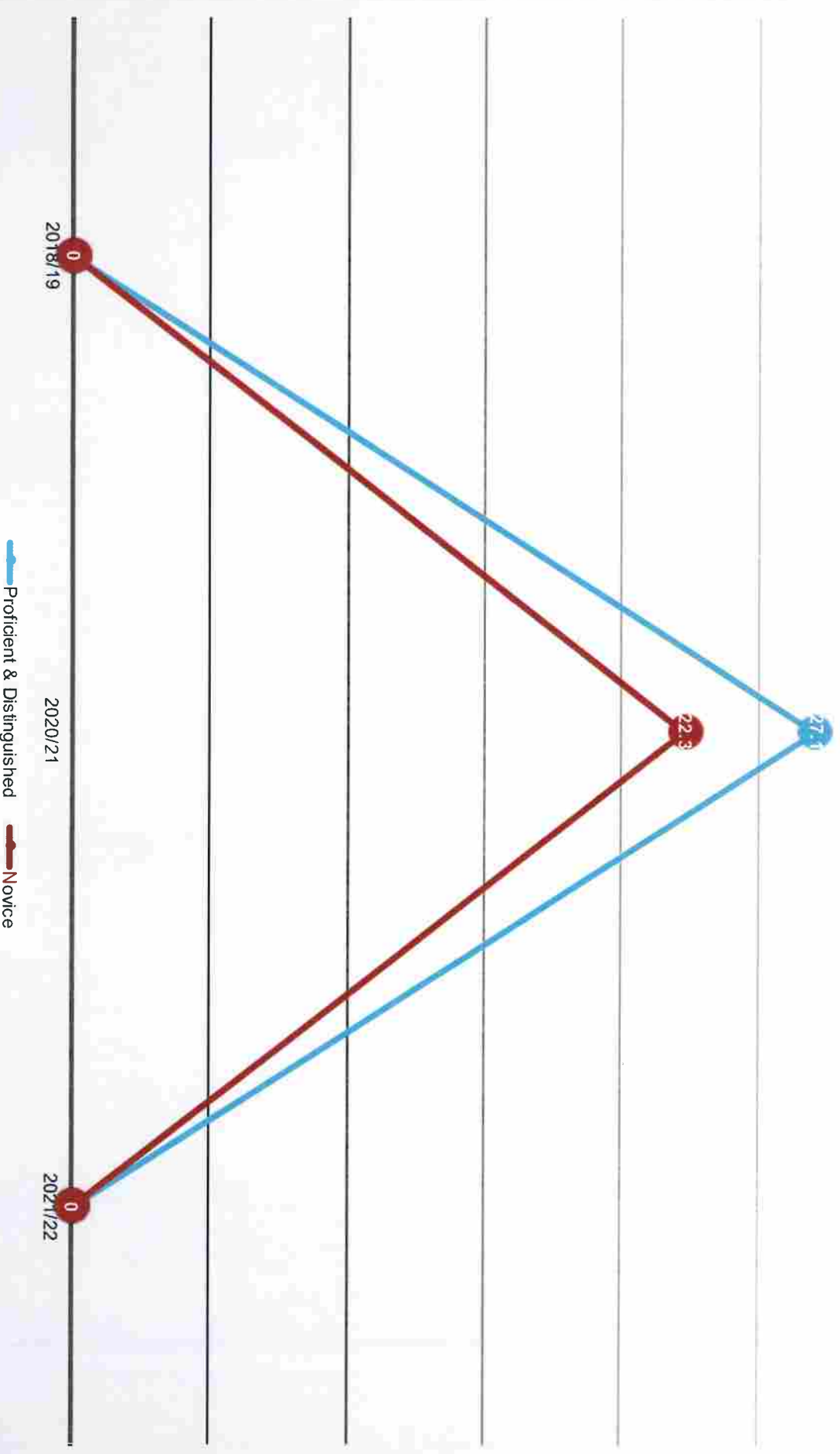
100				
90				
80				
70				
60				
50				
40				
30				
20				
10				
0	0	0	0	0
	Novice	Apprentice	Proficient	Distinguished



Whitley County High School

% Proficient/Distinguished and % Novice

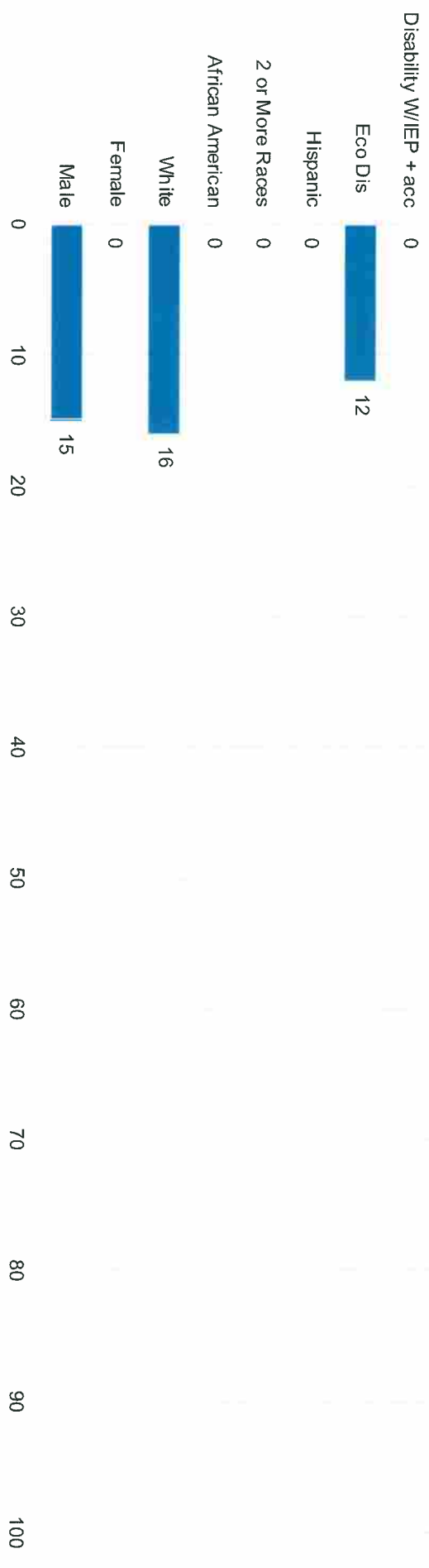
Science - All Students



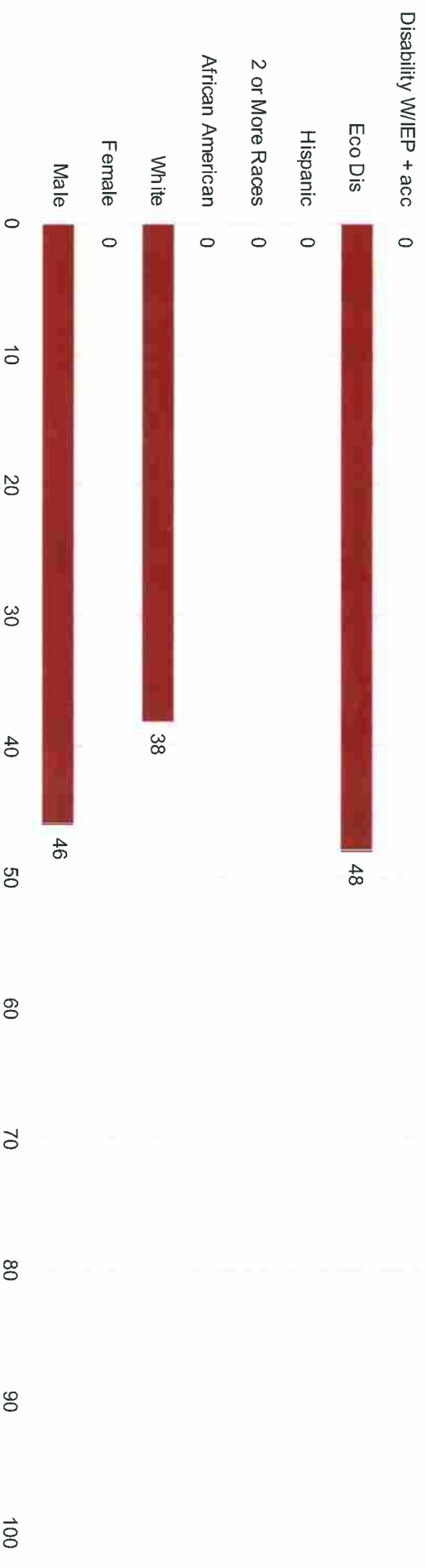
Whitley County High School

Science Performance Level % by Group

P&D 2021/22

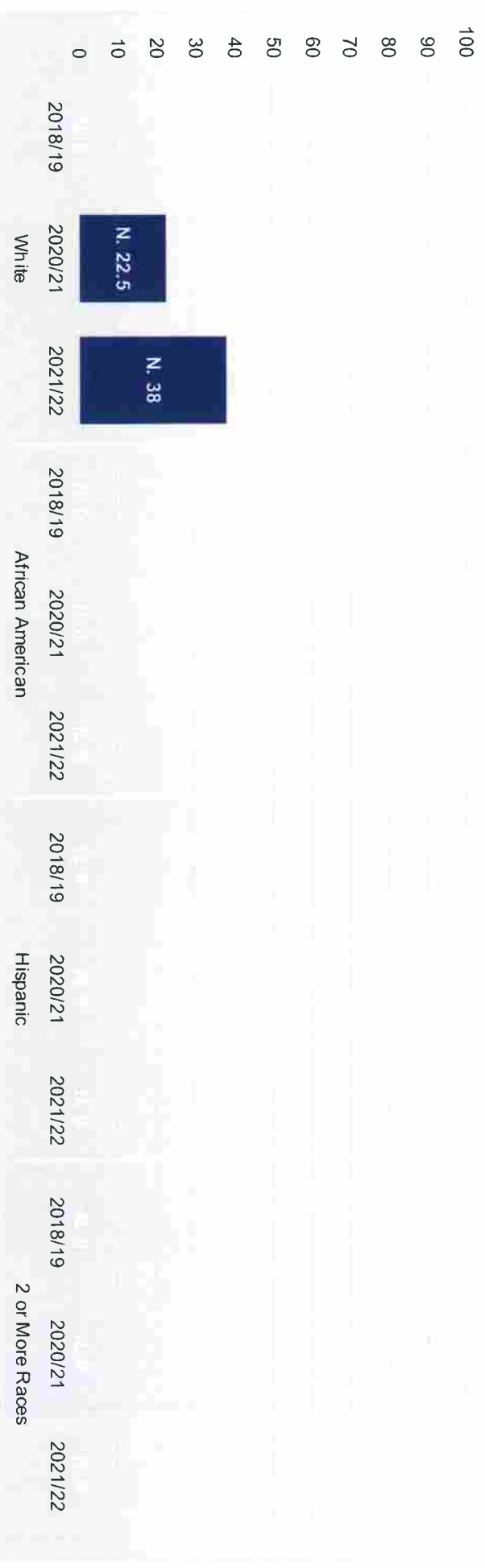
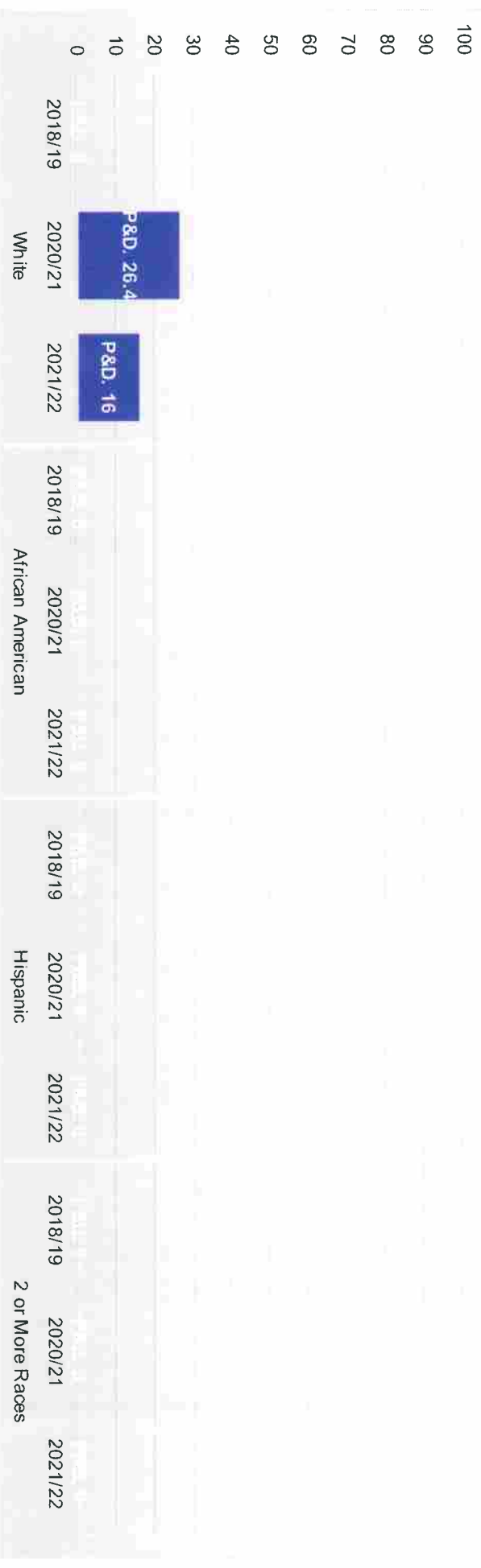


Novice 2021/22



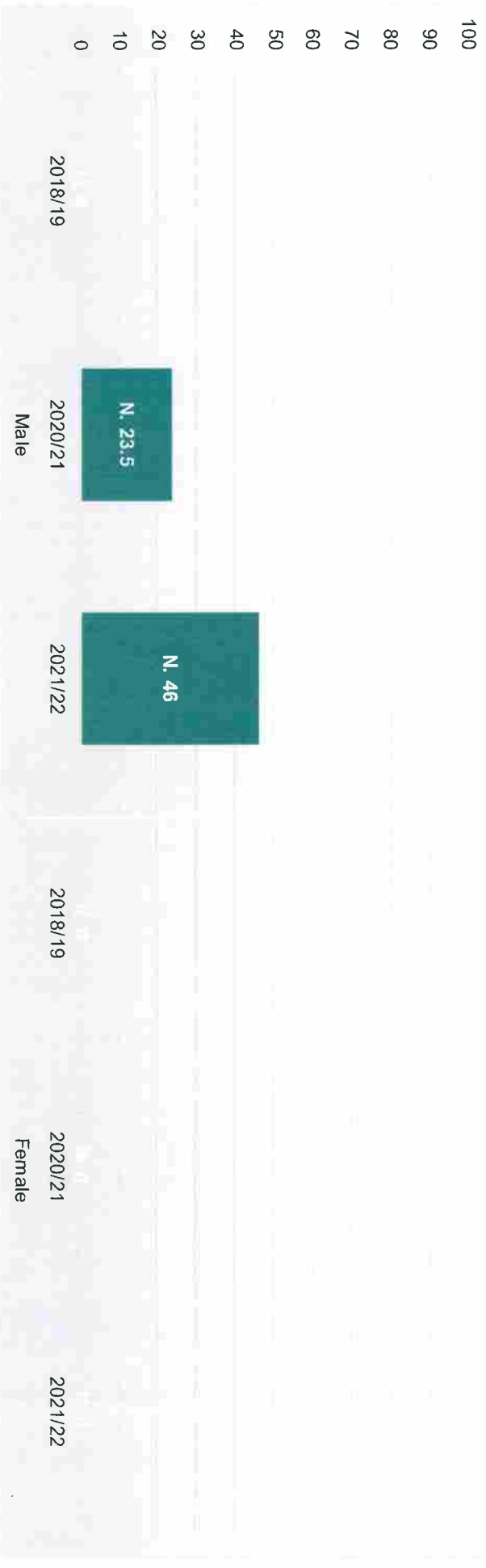
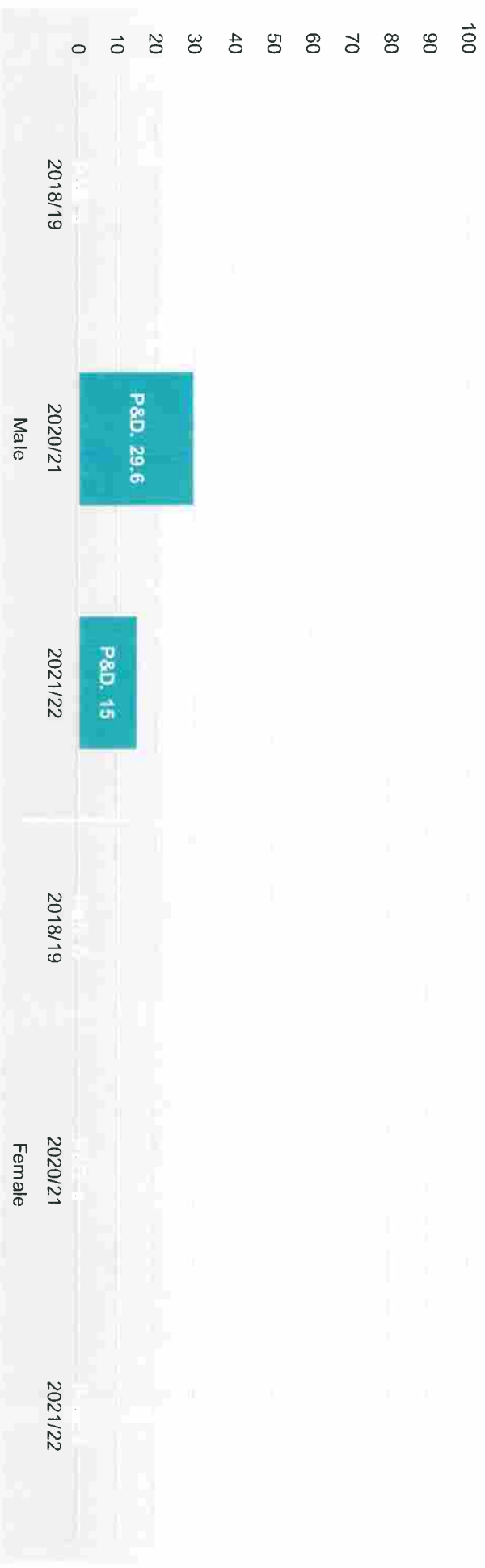
Whitley County High School

% Proficient/Distinguished and % Novice by Group - Over Time Science



Whitley County High School

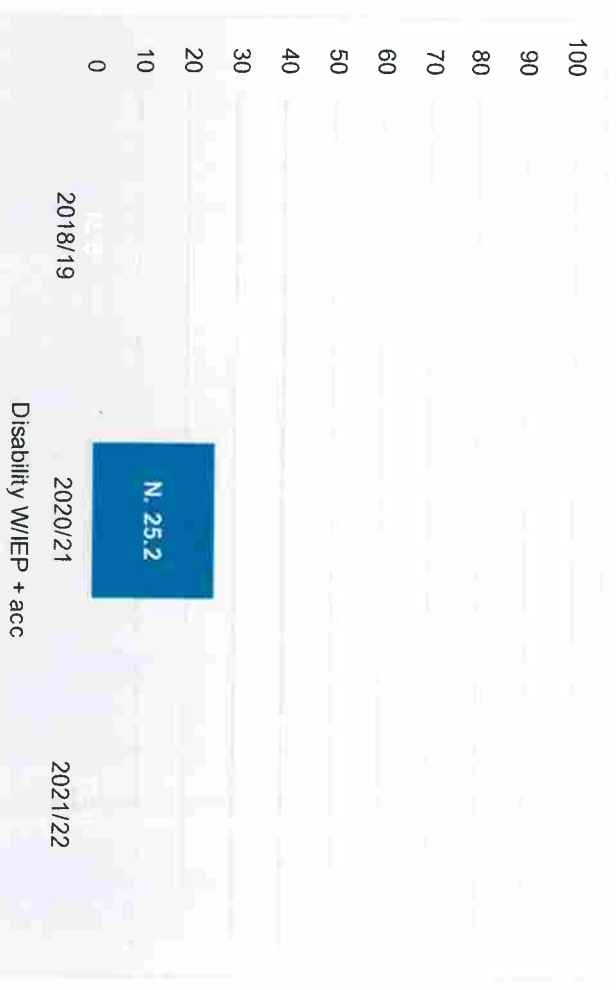
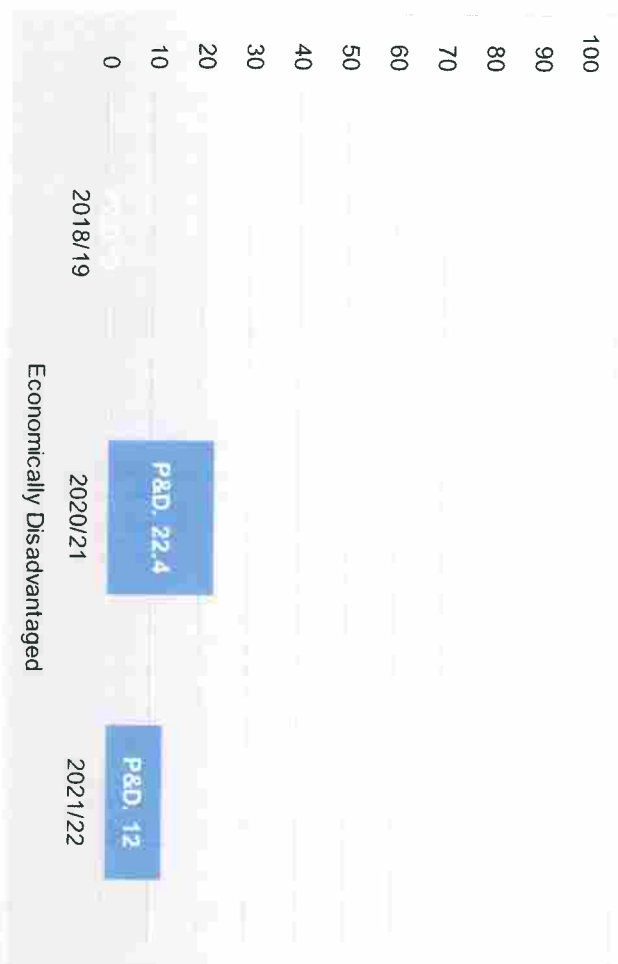
% Proficient/Distinguished and % Novice by Group - Over Time Science



Whitley County High School

% Proficient/Distinguished and % Novice by Group - Over Time

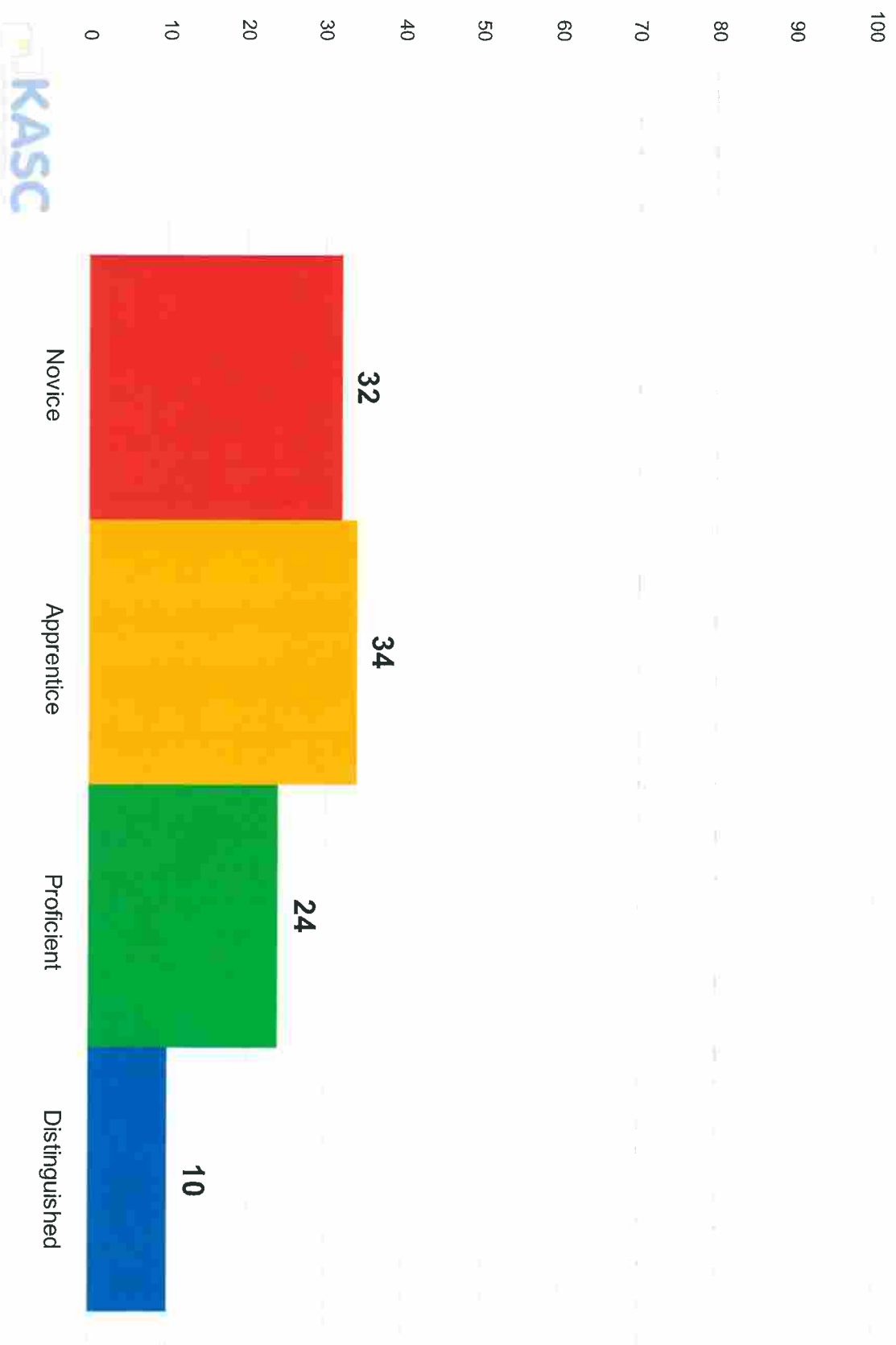
Science



Whitley County High School

Performance Level % Novice, Apprentice, Proficient, Distinguished Social Studies

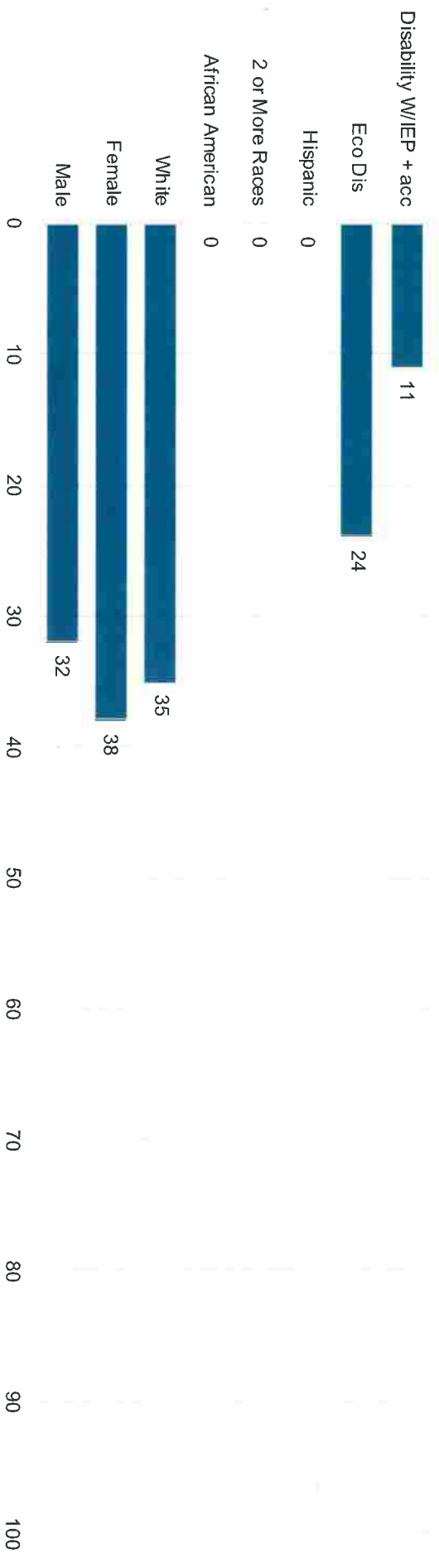
2021/22 School Year



Whitley County High School

Social Studies Performance Level % by Group

P&D 2021/22



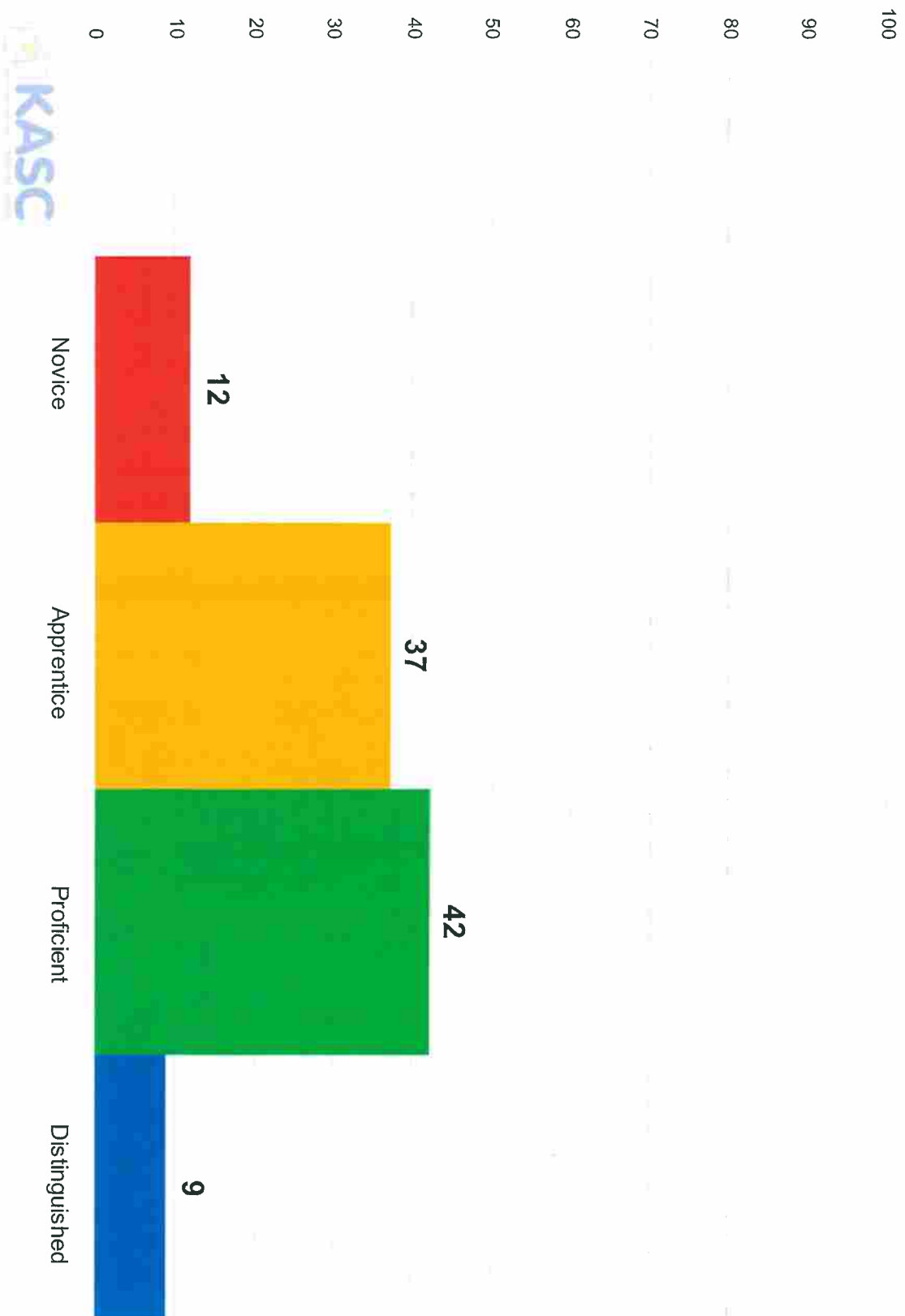
Novice 2021/22



Whitley County High School

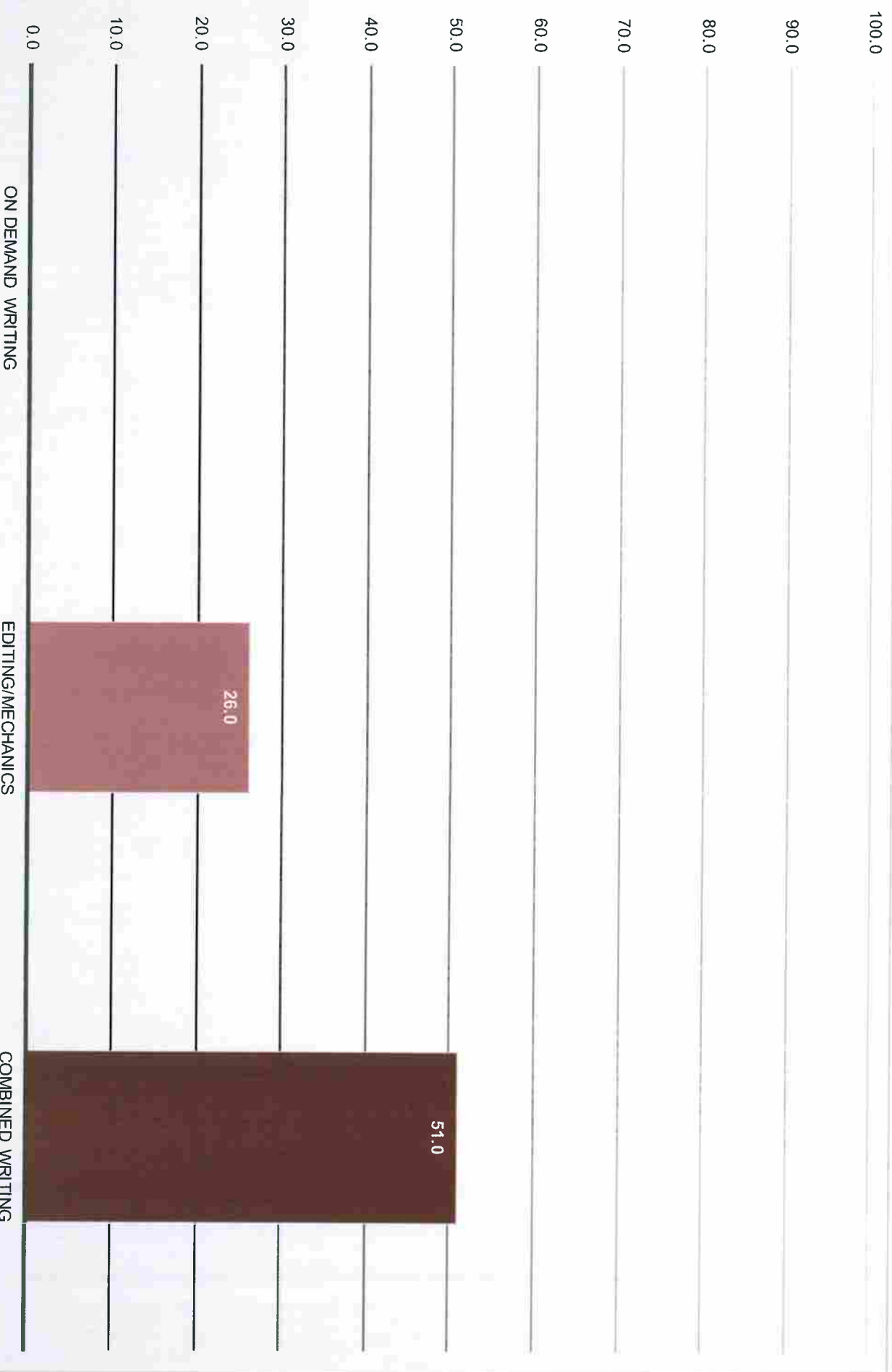
Performance Level % Novice, Apprentice, Proficient, Distinguished
Writing

2021/22 School Year



Whitley County High School

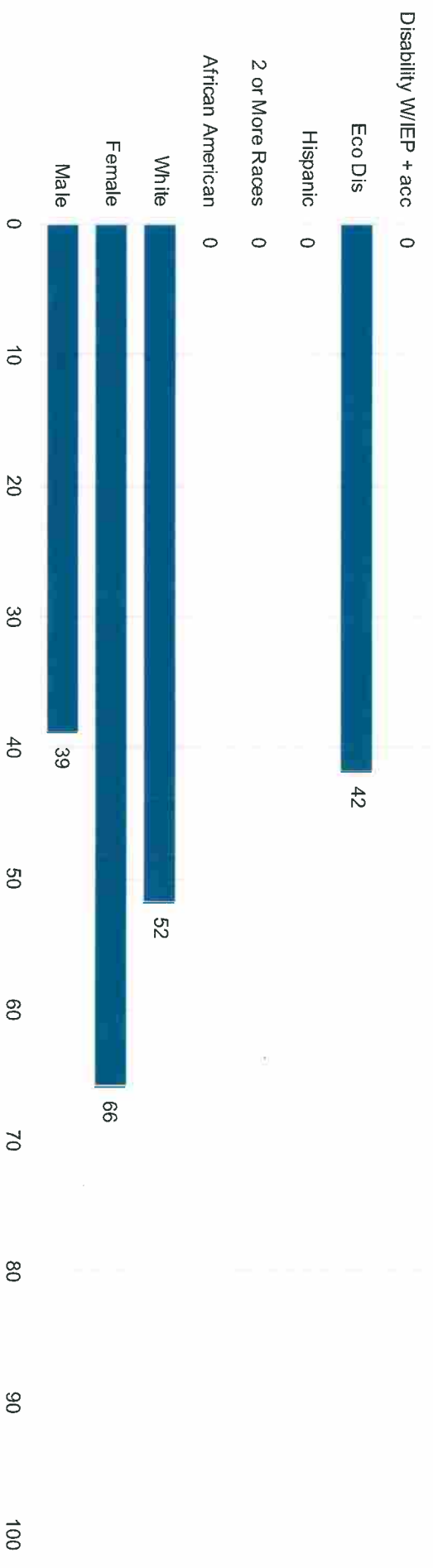
% Proficient/Distinguished - Writing



Whitley County High School

Writing Performance Level % by Group

P&D 2021/22



Novice 2021/22



2022-2023 Needs Assessment

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

Current Academic State

- Our Overall School Rating is 65.1; we are a Yellow category school; this makes us one of the 83 high schools that earned this rating on the KSA.
- KSA Reading and Math Index is 58.8
 - Overall Reading for all students is 48% P/D (+4% above the state average)
 - State = 44%
 - Economically Disadvantaged Students who scored P/D% = 43%
 - Non-Economically Disadvantaged Students who scored P/D% = 66%
 - Overall Math for all students is 36% P/D (even with the state average)
 - State = 36%
 - Economically Disadvantaged Students who scored P/D% = 32%
 - Non-Economically Disadvantaged Students who scored P/D% = 52%
- KSA Science, Social Studies, and Combined Writing Index is 55.0
 - Overall Science for all students is 16% P/D (+2% above the state average)
 - State = 14%
 - Overall Social Studies for all students is 35% P/D (+1% above the state average)
 - State = 34%
 - Overall Combined Writing for all students is 51% P/D (+13% above the state average)
 - State = 38%
- The Quality of School Climate and Safety Survey Index is 63.1
- KSA Post-Secondary Readiness Index is 81.1
- KSA Graduation Rate Index is 94.2
 - 4-Year Graduation Rate Percentage Trends State for 2022 = 89.9
 - 5-Year Graduation Rate Percentage Trends State for 2022 = 92.0
- WCHS has been identified for Targeted Support and Improvement (TSI) as a result of KSA data. We are one of 77 high schools in the state under this classification out of 228 total high schools. The specific data point that led to this TSI identification is listed below:
 - **Disability:** We had 53 students with disabilities in the 10th grade, and we had 38 students with disabilities in the 11th grade when the 21-22 KSA was taken. This TSI status means that our school has one student subgroup, as defined by the Every Student Succeeds Act (ESSA), whose performance in the state

accountability system is at or below the summative performance of all students in any of the lowest-performing 5% of all schools.

- Reading KSA students with disabilities/IEP
 - D = 1.9% (1 student)
 - P = 18.9% (10 students)
 - A = 26.4% (14 students)
 - N = 52.8% (28 students)
- Math KSA students with disabilities/IEP
 - D = 1.9% (1 student)
 - P = 13.2% (7 students)
 - A = 32.1% (17 students)
 - N = 52.8% (28 students)
- Science KSA students with disabilities/IEP
 - D = 0.0% (0 students)
 - P = 5.3% (2 students)
 - A = 21.1% (8 students)
 - N = 73.7% (28 students)
- Social Studies KSA students with disabilities/IEP
 - D = 2.6% (1 student)
 - P = 10.5% (4 students)
 - A = 26.3% (10 students)
 - N = 60.5% (23 students)
- Combined Writing KSA students with disabilities/IEP
 - D = 2.6% (1 student)
 - P = 0.0% (0 students)
 - A = 60.5% (23 students)
 - N = 36.8% (14 students)
- ACT Data for Junior Students meeting benchmark
 - Reading (benchmark = 20) 55.6%
 - State Subject Area Score = 19.0
 - English (benchmark = 18) 67.9%
 - State Subject Area Score = 17.5
 - Math (benchmark = 19) 36.4%
 - State Subject Area Score = 17.7

Current Non-Academic State

From the Quality of School Climate and Safety Survey for Spring 2022:

We have a positive culture at our school where students feel safe and like being at school.

Further, students are challenged and feel cared about by an adult. The majority of our students surveyed “agree and strongly agree” to the following statements:

- My teachers expect me to do my best all the time. (96)
- When I need help with school work, I can ask a teacher. (94)

- There is at least one adult in my school who listens to me when I have something to say. (93)
- My teachers make me feel welcome in their class. (93)
- Adults from my school work hard to make sure students are safe. (91)
- Adults from my school care about my physical safety. (91)
- When I want to give up, my teacher says to keep trying. (91)
- If I have a problem, there is an adult from school that I can talk to. (90)
- Adults from my school care about me. (88)
- I feel safe in my classes. (88)
- My school is a caring place. (86)
- Adults in my school handle safety concerns quickly. (85)
- If a student is bullied during school, there is a safe way to report it to an adult. (84)
- If a student reports bullying during school, the adults will do something about it. (80)
- A teacher or some other adult from my school will care if I miss a day of school. (80)
- I feel like I am part of my school. (78)
- Adults from this school respect student differences. (79)
- My school is an encouraging place. (74)
- During school we are taught ways to stop bullying when we see it happen. (71)

From the 2022 School Report Card:

- Our student population:
 - Economically disadvantaged students = 74.7%
 - Non-economically disadvantaged students = 25.3%
- 85% of our students have completed advanced coursework (159 out of 187).
- 15.3% of our students are Gifted and Talented.
- Discipline of our students:
 - 11.3% of our students have behavior events.
 - 88.7% of our students do not have behavior events.
- Student Access to Technology: The total number of instructional devices available is 1,400. Every classroom has Wi-Fi access. Students take home school issued devices to access internet for student learning.
- Faculty Counts: We have 62 total certified teachers on staff; 54.7% are female and 45.3% are male. Our student to teacher ratio is 14:1. Average years of school experience is 14.8. In addition, we have 2 teachers who are certified by the National Board Professional Teaching Standards.
- Educator Qualifications Include:
 - 14.5% Bachelor's
 - 38.7% Master's
 - 46.8% Rank 1
 - Average years of teaching experience = 14.1 years
- Teacher Working Conditions
 - School Climate = 49% Favorable
 - Managing Student Behavior = 72% Favorable
 - School Leadership = 48% Favorable

2022-2023 Needs Assessment

Priorities/Concerns – Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

Currently our priorities/concerns include the following:

- Our Overall School Rating is 65.1; we are a Yellow category school; this makes us one of the 83 high schools that earned this rating on the KSA.
- Our Students w/Disability gap group are of our greatest priority/concern in all areas tested; see results below as shown in the TSI section.
- WCHS has been identified for Targeted Support and Improvement (TSI) as a result of KSA data. We are one of 77 high schools in the state under this classification out of 228 total high schools. The specific data point that led to this TSI identification is listed below:
 - **Disability:** We had 53 students with disabilities in the 10th grade, and we had 38 students with disabilities in the 11th grade when the 21-22 KSA was taken. This TSI status means that our school has one student subgroup, as defined by the Every Student Succeeds Act (ESSA), whose performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing 5% of all schools.
 - Reading KSA students with disabilities/IEP
 - D = 1.9% (1 student)
 - P = 18.9% (10 students)
 - A = 26.4% (14 students)
 - N = 52.8% (28 students)
 - Math KSA students with disabilities/IEP
 - D = 1.9% (1 student)
 - P = 13.2% (7 students)
 - A = 32.1% (17 students)
 - N = 52.8% (28 students)
 - Science KSA students with disabilities/IEP
 - D = 0.0% (0 students)
 - P = 5.3% (2 students)
 - A = 21.1% (8 students)
 - N = 73.7% (28 students)
 - Social Studies KSA students with disabilities/IEP
 - D = 2.6% (1 student)
 - P = 10.5% (4 students)
 - A = 26.3% (10 students)
 - N = 60.5% (23 students)
 - Combined Writing KSA students with disabilities/IEP
 - D = 2.6% (1 student)

- P = 0.0% (0 students)
- A = 60.5% (23 students)
- N = 36.8% (14 students)

On-Demand Writing

Although our Overall Combined Writing for all students is 51% P/D (+13% above the state average of 38%), this is a significant decline from the previous year of 67% P/D. ODW results are lower this year and usually this is not the case. Some questions we are addressing include the following:

- Is the difference occurring in the assessment now that editing and mechanics has been added?
- Plus, what learning gaps are we overcoming when students possibly did not practice as much writing as they would have if required to be in-seat and supervised by a teacher vs. online learning at home during covid?
- The ODW results also do not seem to align with our ACT scores in English, 67.9% of our students are at benchmark, which would equate with the editing and mechanics portion of the ODW.
 - Number of Students in each performance level descriptor On-Demand Writing:
 - D = 18
 - P = 83
 - A = 82
 - N = 24
 - Number of Students in each performance level descriptor Editing and Mechanics:
 - D = 44
 - P = 71
 - A = 57
 - N = 34
- Breaking down the numbers for students with disabilities
 - Combined Writing KSA students with disabilities/IEP
 - D = 2.6% (1 student)
 - P = 0.0% (0 students)
 - A = 60.5% (23 students)
 - N = 36.8% (14 students)

Science Results in General

- Overall Science for all students is 16% P/D (+2% above the state average)
 - State = 14%

Number of SPED Students Increasing

Number of students tested has increased as has our population of students with disabilities.

Struggling and Reluctant Learners

The percentage of students who are scoring Proficient/Distinguished in reading and writing assessments are the same students who are struggling in science and social studies assessments. How can we carry over what we do in English class to other content areas? We will have a universal writing strategy. Also, we want to make sure these students are getting more practice in writing and reading more, even SSR time. Writing will be part of our intervention courses and our intervention system will be adapted to incorporate writing at both the 9th and 10th grade levels. Students will have a system to self-assess for success and in setting writing goals.

Maximum use of Instructional Time

October through February timeframe, instructional-wise, can get away from us if not carefully monitored and planned with various breaks and interruptions to school our calendar: Fall Break, Election Day, Thanksgiving, Christmas, etc. We must be very mindful and strategic to stay true to our curriculum maps and pacing guides. There will be an increased instructional focus on students analyzing multiple texts and synthesizing information.

Yearly Data

This year's state accountability assessment data gives us a starting point for monitoring our students' progress throughout this school year. This cannot be compared to previous years as the assessment has changed. We will use our common assessment data within our PLCs to continue to gauge student progress toward standards mastery and to guide subsequent learning cycles.

Universal Screener for RTI placement

CERT has been used previously as a universal screener; CERT measures ACT readiness. This is the first year for implementation of Edulastic and we are monitoring results to see if this would be a more appropriate universal screener for KSA readiness.

2022-2023 Needs Assessment

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

We are above the state average in the following areas of the KSA:

- Overall Reading for all students is 48% P/D (+4 above the state average)
 - State = 44%
- Overall Science for all students is 16% P/D (+2% above the state average)
 - State = 14%
- Overall Social Studies for all students is 35% P/D (+1% above the state average)
 - State = 34%
- Overall Combined Writing for all students is 51% P/D (+13% above the state average)
 - State = 38%

ACT data for Junior Students meeting benchmark reveals:

- Reading (benchmark = 20) 55.6%
 - State Subject Area Score = 19.0
- English (benchmark = 18) 67.9%
 - State Subject Area Score = 17.5
- Math (benchmark = 19) 36.4%
 - State Subject Area Score = 17.7

We continue to improve upon the number of student who are acadmine and/or career ready:

- KSA Post-Secondary Readiness Index is 81.1

General Strengths/Leverages:

- The variety and scope of our course offerings has expanded a great deal with the use of trimester scheduling.
- Our students have continued to perform well on the English, reading and writing assessments on both KSA and ACT. Math, as well, has experienced double digit growth in Proficient/Distinguished percentages.
- Over the last couple of years, we have increased our number of CTE programs to thirteen pathways with Biomedical Sciences, High School of Business, and E-Commerce being the newest offerings. Currently construction is ongoing on our new Career and Technical Education complex which will house two new career pathways: Residential Carpenter Assistant and Electrical Construction Engineering, with the opportunities for additional pathways to be added. This building is scheduled for completion in late Fall 2022.

- Student exposure to technology and learning is a central focus with every student having access to an internet-connected device. Each student is issued a Chromebook to utilize at school and at home.
- Each of our classrooms had a ViewSonic Board installed last school year which allows teachers and students to view the same document and other resources simultaneously. The ViewSonic Boards are interactive and provide a feature which allows teachers to create a QR Code which students scan providing a file of what has been shared on screen during class.
- In comparison to other high schools with similar demographics within our state, we continue to close the learning gap at a similar or more rapid rate. In fact, the recent average ACT composite score of 18.9 was the highest in our county.
- One Ameri-Corp College Coach and one KHEA College Coach are in our building to assist students with bridging the gap from secondary to post-secondary.

From the Quality of School Climate and Safety Survey for Spring 2022:

We have a positive culture at our school where students feel safe and like being at school.

Further, students are challenged and feel cared about by an adult. The majority of our students surveyed “agree and strongly agree” to the following statements:

- My teachers expect me to do my best all the time. (96)
- When I need help with school work, I can ask a teacher. (94)
- There is at least one adult in my school who listens to me when I have something to say. (93)
- My teachers make me feel welcome in their class. (93)
- Adults from my school work hard to make sure students are safe. (91)
- Adults from my school care about my physical safety. (91)
- When I want to give up, my teacher says to keep trying. (91)
- If I have a problem, there is an adult from school that I can talk to. (90)
- Adults from my school care about me. (88)
- I feel safe in my classes. (88)
- My school is a caring place. (86)
- Adults in my school handle safety concerns quickly. (85)
- If a student is bullied during school, there is a safe way to report it to an adult. (84)
- If a student reports bullying during school, the adults will do something about it. (80)
- A teacher or some other adult from my school will care if I miss a day of school. (80)
- I feel like I am part of my school. (78)
- Adults from this school respect student differences. (79)
- My school is an encouraging place. (74)
- During school we are taught ways to stop bullying when we see it happen. (71)

From the 2022 School Report Card:

- Student Access to Technology: The total number of instructional devices available is 1,400. Every classroom has Wi-Fi access. Students take home school issued devices to access internet for student learning.

- Faculty Counts: We have 62 total certified teachers on staff; 34 are female and 28 are male. Our student to teacher ratio is 14:1. Average years of school experience is 14.8. In addition, we have 1 teacher who is certified by the National Board of Professional Teaching Standards.
- Educator Qualifications Include:
 - 14.5% Bachelor's
 - 38.7% Master's
 - 46.8% Rank 1
 - Average years of teaching experience = 14.1 years

2022-2023 Needs Assessment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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

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

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

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>	<ul style="list-style-type: none">State Standards have been implemented in all content areas and common assessments have been drilled down to individual questions to ensure they are matched and designed to test the standards. We want to ensure that standards are being covered and students reach proficiency.Various curriculum documents exist in our Google Team Drives which have been developed to ensure each standard is addressed adequately.

<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>	<ul style="list-style-type: none"> ● Collaboration Teachers and SPED Teachers have received targeted professional development in the Co-Teaching model. These teachers meet regularly to ensure this model is being used to maximize instructional time and reach utmost effectiveness. ● Our PD plan for the 22-23 school year included In addition, our PD plan for the 21-22 school year included a focus on our new ViewBoard utilization and how to implement the equipment across curricula. This has been a new technology that has been vital to supplementing instruction. ● RTI = Response to Intervention: We have revised our study skills math and reading classes to be more efficient. Students are identified and enrolled in these classes based upon their CERT data. ● Our Transitional Algebra II course which 11th and 12th grade students will be enrolled in over a two-year period will replace our need for a separate study skills ACT course for junior students. In doing this, we have freed up time in upperclassman schedules to incorporate career pathway courses. ● Horizontal and vertical alignment within all content areas is ongoing. Conversations are held regularly to discuss standards being covered, length of time for class instruction, modifications of assessments and novice reduction strategies, as well as re-teaching of concepts not mastered by students. PLC Teams and smaller content-specific groups of teachers discuss the whys and hows to address learning gaps and other issues as they arise. ● Core content teams work collectively to create pacing guides and common assessments utilizing backward design. Each unit of study is approximately up to three weeks of time and both formative and summative assessment results are shared, analyzed, and discussed. ● Students use Chromebooks fluently. Although Chromebooks are a huge supplemental resource for our students, this piece of equipment is not meant to take the place of a teacher teaching students. One of the main take-aways from solely online school during the Covid shutdown period is the importance of in-seat instruction. No manner of online or virtual instruction can replace the learning that occurs during face-to-face, in-seat instruction.
---	--

	<ul style="list-style-type: none"> ● Google Classroom has become an integral part of our classrooms as a way to prevent complete instructional gaps when students have to be absent or the district must use NTI. ● Teachers throughout the school use various software programs as resources to complement daily instruction. Some of the programs used are listed below: <ul style="list-style-type: none"> ○ GoFormative ○ IXL ○ Reading Plus ○ KUTA software ○ TeacherMade ○ This is not an all inclusive list
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	<ul style="list-style-type: none"> ● Common Assessment data in all core content areas is shared monthly at PLC Team meetings and regularly within the content-specific PLC. ● In assessing our SPED students, we continually monitor and review IEPs and make adjustments to accommodations for testing and daily instruction accordingly. The testing window is maximized to prevent a feeling of “rushing” through the process for our students and staff. ● Curriculum documents such as unit plans, curriculum maps and common assessments are shared within our PLC teams and among the specific content/course teachers. ● Item analysis and other data analysis of assessments for standards are key components to our PLC discussions.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in	<ul style="list-style-type: none"> ● Incorporation of new resources with existing technologies (i.e. Google Classroom, Google Drive) is used to perform assessments, score assessments, and share common assessment data, including the generation of reports allowing for easier access to prepare and share item analysis documents, as well as allowing for more immediate feedback to students and parents/guardians. ● We analyze data from KAS, ACT, EOP assessments and CERT for trends and use this data to drive instruction and develop curriculum based on student needs with a focus on meeting standards and covering required material/content.

order to determine priorities for individual student success?	
<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>	<ul style="list-style-type: none"> • A Google Calendar is being utilized for scheduling all ARC meetings in order to streamline the process. • All content areas are continuing the “go digital process” with all department documents “living” on a Google Drive where they are constantly updated. • All departments are continuing to align our assessments to reflect all state testing being completed online.
<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>	<ul style="list-style-type: none"> • Our PLC Teams have worked to establish an “environment of trust” and have gained noticeable positive momentum in terms of curriculum development, data analysis, construction of common assessments, and utilization of new technologies. • Co-teaching has been implemented between special needs teachers and core content regular education teachers. • PLC Team agendas are shared with all team members, school administrators, and district administrators and instructional coaches assigned to WCHS. • As a faculty, we stay abreast of the latest and greatest changes that come our way per our District Support Staff and informational releases from KDE. Teachers are encouraged to participate, when the opportunity arises, in the development and review of standards. We want to stay current with the changes/revisions to the state assessments, standards, career pathways, etc. • We have implemented the use of Striving Readers Comprehensive Literacy Grant resources such as No Red Ink, Reading Plus, Scholastic Magazines, Wordly Wise, class novel sets, science assessment materials, etc. in order to provide the current content and timely feedback. • New English textbooks and new math textbooks are part of an overall strategy to ensure resources are aligned to state standards and students are exposed to the critical thinking/analysis skills and testing environments of state and national testing. Science and Social Studies texts are being added next.

	<ul style="list-style-type: none"> ● Professional Development for 22-23 focused on the following: (1.) defining success criteria, and (2.) course-like assessments. In addition, teachers attended training specific to their content area and PLC Team. ● Our previous school year the Professional Development and Professional Learning Days for Fall 2021 focused on: (1.) engaging students in the learning process, (2.) increasing the student's awareness of how they process questions/problems/scenarios/content, (3.) how they reach a conclusion or answer, and (4.) how they present those answers to others. ● CTIP (Colonel Teaching Internship Program) which began last year is a continuing newer program to our district which mentors and provides support/resources to new teachers (1st year and those new to our district). In addition, teachers new to the profession participate in monthly New Teacher Academy sessions.
--	---



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

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

Table of Contents

2022-23 Phase Two: School Assurances	3
--------------------------------------	---

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)
-----------------	-------------	--------------------



2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

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

Generated on 01/19/2023

Whitley County High School

Table of Contents

2022-23 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

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.

Refer to the attachment.

ATTACHMENTS

Attachment Name



22 23 Summarize the plan of action

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:

Generated on 01/19/2023

Whitley County High School

- 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)
 22-23 Summarize the plan of action	Summary of the plan of action	•
 22-23 KDE Comprehensive Improvement Plan for School	22-23 KDE Comprehensive Improvement Plan for School	•

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.

We updated our objectives from our 21-22 CSIP to show current performance on the KSA to one year of growth that we have set from our broader goal which is three years out. We also provided updated achievement gap goals to reflect our TSI subgroup population of students with disabilities. We have included an objective which addresses novice reduction for this same subgroup population. Furthermore, Transition Readiness is now Post-Secondary Readiness, while the former Separate Academic Indicator which was for science and writing is labeled as State Assessment Results in science, social studies and writing. For this reason, we have added our social studies results which were previously not part of the accountability. In addition, we have added the objectives for Quality of School Climate and Safety which was not part of our CSIP before. Strategies throughout our plan have been added to include intentional **instructional** practices which are a strategic tool for our students with disabilities subgroup to practice, apply and employ.

Under the Key Core Work Process of Classroom Design, Align, and Deliver Support Processes, we plan to implement the following new activities:

- SPED teachers will “name & claim” the students that they will provide accommodations during the Spring 2023 testing window.
- SPED Teachers will meet twice a month with the students that they have claimed to ensure they are routinely receiving accommodations as provided for in their IEP and answer any questions the individual student has regarding assessments.
- Emphasize Hattie’s research findings on effect size in various categories: Collective Efficacy (1.57) and High Expectations for Students (1.44).
- We will explore resources from KDE that include the following EBIPs (Evidence-Based Instructional Practices):
 - Establishing the Learning Environment
 - Clarifying and Sharing Clear Learning Goals
 - Explicit Teaching and Modeling
 - Discussion

- Questioning
- Feedback
- Incorporate Instructional Best Practices; From the resource High-Leverage Practices in Special Education: HLP15 Scaffolded Supports will be a focus for

Under the Key Core Work Process of Design and Deliver Instruction, we have added:

- Select teachers have participated in the 56th Annual Kentucky Exceptional Children's Conference this fall and have attended various sessions and will provide instructional shares with their respective PLC Teams and SPED teachers.
- The use of the Aleks program in math enrichment courses for additional practice time on math skills and topics.
- Incorporate Kagan Strategies--hands-on, cooperative learning, small group collaborations across our co-teaching classrooms.

Under the Key Core Work Process of Design and Deliver Assessment Literacy, we have included:

- A schoolwide writing strategy, Claim-Evidence-Reasoning (CER), will be implemented in English, Math (adapted), Science, and Social Studies classes.
- Students with an IEP when appropriate will utilize a graphic organizer for CER.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	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 (State your reading and math goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in reading from 47.5 to 57.5 by June 30, 2023.	1. Design and Deploy Instruction	A: All English I and II classes will implement guided reading instruction with text-based questioning and strategies to build reading comprehension skills.	Lesson Plans	9/22-6/23 ELA Teachers, ELA PLC Team Leads	\$0
		B: Reading Plus will be utilized in reading intervention to address both fluency and comprehension deficiencies.	Student Progress Reports	9/22-6/23 SPED Teachers, SPED PLC Team Lead	\$0
		C: Visual art teacher will have their students do research and study historical art movements, artists, and works of art to improve reading skills.	Class Assessments and Quizzes	9/22-6/23 Art Teachers, VPA Team Lead	\$0
		D: PLCS Teachers will continue to have students analyze industry-related articles for content and impact on the industry.	Lesson Plans, Curriculum Maps, Class Assessments	9/22-6/23 PLCS Teachers, PLCS Team Lead	\$0
	2. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize common assessments aligned to the standards in the course curriculum maps.	PLC Minutes	9/22-6/23 PLC Team Leads, Admins.	\$0
		B: Music teacher will implement online rhythmic reading.	Rubric	9/22-6/23 Music Teacher, VPA Team Lead	\$0
		C: Music teacher will conduct class discussions of the meaning of musical texts.	Teacher Observation & Student Participation Documentation	Music Teacher, VPA Team Lead	\$0
		D: Drama teacher will practice literary interpretation and reading comprehension through classroom assignments of song interpretation.	Rubric	9/22-6/23 Drama Teacher, VPA Team Lead	\$0
		E: Drama teacher will create opportunities in which students will read and perform monologues, duets,	Rubric	9/22-6/23 Drama Teacher, VPA Team Lead	\$0

Goal 1 (State your reading and math goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and scenes of plays, read for fluency, tone, expression and meaning. F: Drama teacher will expand history of theatre unit to increase reading comprehension.	Rubric	9/22-6/23 Drama Teacher, VPA Team Lead	\$0
		G: Teachers of freshman and sophomore English will incorporate Edulastic as part of their assessment system.	PLC Data Shares	9/22-6/23 ELA Teacher, ELA Team Leads	\$4746
		H: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-Through Documentation PLC Team Minutes	9/22-6/23 PLC Team Leads, Admins.	\$0
		I: Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based projects and events.	Lesson Plans Walk-Through	9/22-6/23 PLC Team Leads, Admins.	\$0
		J: Mastery Prep and Edulastic programs are used to reinforce basic English/reading skills.	Lesson Plans	9/22-6/23 ELA Teachers, ELA Team Leads	\$4746
		K: Music teacher will research, and study music history including composers and works of those composers.	Lesson Plans	9/22-6/23 Music Teacher, VPA Team Lead	\$0
		L: Social Studies teachers will introduce and implement document-based questions as well as multiple-select questions on formative and summative assessments to familiarize students with state social studies assessment format.	Common Assessments	9/22-6/23 Social Studies Teachers, Social Studies Team Lead	\$0
		A: Counselors will schedule students who fail to meet benchmark on the	Student Schedules & Benchmark Met	9/22-6/23 Counselors	\$0

Goal 1 (State your reading and math goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: To increase the percentage of students scoring proficient/distinguished in math from 36.3 to 45.5 by June 30, 2023.	3. Review, Analyze, and Apply Data	universal screener in an RTI Reading course. B: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g., independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, Counselors, Admins.	\$0
	4. Establishing Learning Culture and Environment	A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements. B: Students will meet with their A&A teacher monthly to address non-academic barriers to academic success.	Student Schedules, Pre-registration Forms	9/22-6/23 Counselors, FA Principal	\$0
	1. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize common assessments aligned to the standards in the course curriculum maps. B: Students will meet with their A&A teacher monthly to address non-academic barriers to academic success.	A&A Agendas	9/22-6/23 A&A Teachers, Counselors	\$0
	2. Design and Deliver Instruction	A: Teachers of freshman and sophomore level math classes will continue to implement online KSA preparation (CERT videos, Mastery Prep) in their classes. *Algebra I will conduct CERT review video days and students will complete worksheets aligned with those videos. B: Algebra I will continue to review math skills using Mastery Prep books, Edulastic, online CERT review, and IXL objectives.	PLC Minutes	9/22-6/23 PLC Team Leads, Admins.	\$0
			Lesson Plans	9/22-6/23 Math Teachers, Math PLC Team Lead	\$0
			Lesson Plans	9/22-6/23 Math Teachers, Math PLC Team Lead	\$4746

Goal 1 (State your reading and math goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		C: ALEKS will be utilized in reading intervention to address standard deficiencies.	Student Progress Reports	9/22-6/23 Math Enrichment Teachers, SPED PLC Lead	\$4140
		D: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will use group work to increase conceptual understanding.	Walk-Through Documentation PLC Team Minutes	9/22-6/23 Math PLC Team and Lead, Admins.	\$0
		E: Mastery Prep and Edulastic program will be used to reinforce basic math skills and to review concepts taught in previous years and supplement current concepts.	Lesson Plans	9/22-6/23 Math PLC Team and Lead	\$4746
		F: Teachers will provide instruction on the proper use of Online Desmos calculator.	Lesson Plans	9/22-6/23 Math Teachers, Math PLC Lead	\$0
		G: All math courses grades 9 - 10 will utilize CERT materials as well as Mastery Prep and Edulastic items to further develop math skills. Purposeful RTI will target specific misconceptions in Algebra I and Geometry.	Lesson Plans	9/22-6/23 Math PLC Team, Math PLC Lead	\$4746
		H: PLCS Teachers will continue to include technical, real-world math in their instruction.	Lesson Plans, Curriculum Maps, Class Assessments	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		I: Music teacher will utilize math-based activities in conjunction with rhythmic exercises.	Online Scoring	9/22-6/23 Music Teacher, VPA Lead	\$0
		A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g. independent practice, rescue and recovery, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, Counselors, Admins.	\$0
		3. Review, Analyze & Apply Data			

Goal 1 (State your reading and math goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		B: Counselors will schedule students who fail to meet benchmark on the universal screener in an RTI Math course.	Student Schedules & Benchmark Met	9/22-6/23 Counselors	\$0	
		C: Algebra I and ELM teachers will utilize the IXL Learning student reports to identify individual growth areas and this information will guide instructional decisions. Students will review their identified improvement areas using IXL Learning to reach mastery of concepts.	IXL Learning Data, Lesson Plans	9/22-6/23 Math Teachers, SPED Teachers, Math Lead, SPED Lead	\$0	
		D: Algebra I and Geometry and ELM will utilize CERT reports to identify students' improvement areas in math concepts and will make instructional decisions accordingly.	CERT Reports, Lesson Plans	9/22-6/23 Math Teachers, SPED Teachers, Math Lead, SPED Lead	\$0	
		A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements. B: Students will meet with their A&A teacher monthly to address non-academic barriers to academic success.	Student Schedules, Pre-registration Forms	9/22-6/23 Counselors, FA Principal	\$0	
	4. Design, Align, and Deliver Support		A&A Agendas	9/22-6/23 A&A Teachers, Counselors	\$0	

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

Goal 2 (State your science, social studies, and writing goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1, the percentage of all students scoring proficient/distinguished in combined writing from 51.0 to 74.3, and the percentage of all students scoring proficient/distinguished in social studies from 34.8 to 65.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in combined writing from 51 to 58.8 by June 30, 2023.	1. Design and Deploy Standards	A: Sophomore and Junior English teachers will administer On-Demand practice tests to all students prior to the testing window and provide detailed feedback to each student.	Lesson Plans	9/22-6/23 ELA Teachers, ELA Leads	\$0
		B: All English classes will follow the revised school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Lesson Plans	9/22-6/23 ELA Teachers, ELA Leads	\$0
	2. Design and Deliver Instruction	A: PLCS Teachers will continue to have students create workplace related documents to simulate real-world situations.	Lesson Plans, Curriculum Maps, Class Assessments	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		B: A schoolwide writing strategy, Claim-Evidence-Reasoning (CER), will be implemented in English, Math (adapted), Science, and Social Studies classes.	Lesson plans, assessments, rubrics, and walkthroughs	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
	3. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize common assessments aligned to the standards in the course curriculum maps.	PLC Minutes	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
Objective 2: To increase the percentage of students scoring proficient/distinguished in science from 18.1 to 28.2 by June 30, 2023.	1. Design and Deploy Standards	A: Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0

Goal 2 (State your science, social studies, and writing goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1, the percentage of all students scoring proficient/distinguished in combined writing from 51.0 to 74.3, and the percentage of all students scoring proficient/distinguished in social studies from 34.8 to 65.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
2. Design and Deliver Instruction		A: Science teachers will align pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.	PLC Meetings	9/22-6/23 Science Teachers, Science Team Leads	\$0	
		B: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-through Observations and PLC Meetings	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0	
		C: Mastery Prep program and Edulastic will be used to reinforce science skills.	Lesson Plans	9/22-6/23 Science Teachers, Science Team Leads	\$4746	
		D: Science teachers will incorporate Kentucky Summative Assessment style questions and prompts in both formative and summative assessments into classroom instruction.	Lesson Plans	9/22-6/23 Science Teachers, Science Team Leads	\$0	
		E: Science teachers will reinforce basic math, science, and English skills in classroom instruction through the implementation of lab activities (e.g., data collection, representing data in tables & charts, calculating values, using equations to solve variables, and articulating claims supported by evidence drawn from conclusions).	Lesson Plans	9/22-6/23 Science Teachers, Science Team Leads	\$0	
3. Design and Deliver Assessment Literacy		A: Teachers of required courses will utilize common assessments aligned to the standards in the course curriculum maps.	PLC Minutes	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0	
		B: A schoolwide writing strategy, (Claim-Evidence-Reasoning (CER)), will	Assessments, rubrics, and walkthroughs	9/22-6/23	\$0	

Goal 2 (State your science, social studies, and writing goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1, the percentage of all students scoring proficient/distinguished in combined writing from 51.0 to 74.3, and the percentage of all students scoring proficient/distinguished in social studies from 34.8 to 65.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
4. Design, Align, and Deliver Support		be implemented in English, Math (adapted), Science, and Social Studies classes.		All PLC Teams, All Team Leads, Admins.	
		A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms	9/22-6/23 Counselors, FA Principal	\$0
		B: Students will meet with their A&A teacher monthly to address non-academic barriers to academic success.	A&A Agendas	9/22-6/23 A&A Teachers, Counselors	\$0
5. Review, Analyze and Apply Data		A: Physical Science, Honors Physical Science, Biology, Honors Biology, Chemistry, and Honors Chemistry teachers will utilize CERT reports to identify students' improvement areas in science concepts and will make instructional decisions accordingly.	CERT Reports Lesson Plans	9/22-6/23 Science Teachers, Science Team Leads	\$0
		B: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g., independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, Counselors, Admins.	\$0
		C: Science teachers will utilize a common collection data form for all summative assessments to allow data analysis relative to NGSS within the department subject areas (e.g., chemistry, biology, physical science, and environmental science) and across subject areas.	Data Collection Forms Lesson Plans	9/22-6/23 Science Teachers, Science Team Leads	\$0

Goal 2 (State your science, social studies, and writing goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1, the percentage of all students scoring proficient/distinguished in combined writing from 51.0 to 74.3, and the percentage of all students scoring proficient/distinguished in social studies from 34.8 to 65.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of students scoring proficient/distinguished in social studies from 34.8 to 47 by June 30, 2023	1. Design and Deploy Standards	A: Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
	2. Design and Deliver Instruction	A: Social studies teachers will align pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting. B: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	PLC Meetings	9/22-6/23 Social Studies Teachers, Social Studies Lead	\$0
		C: Mastery Prep and Edulastic program will be used to reinforce science skills.	Walk-through Observations and PLC Meetings	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
			Lesson Plans	9/22-6/23 Social Studies Teachers, Social Studies Lead	\$4746
		D: Social Studies teachers will incorporate Kentucky Summative Assessment style questions and prompts in both formative and summative assessments into classroom instruction.	Lesson Plans	9/22-6/23 Social Studies Teachers, Social Studies Lead	\$0
		E: Social studies teachers will reinforce basic math, science, and English skills in classroom instruction through the implementation of lab activities (e.g. data collection, representing data in tables & charts, calculating values, using equations to solve variables, and articulating claims supported by evidence drawn from conclusions).	Lesson Plans	9/22-6/23 Social Studies Teachers, Social Studies Lead	\$0
		F: Social Studies teachers will introduce and implement document-based questions as well as multiple-	Lesson Plans, Course Assessments	Social Studies Teachers, Social Studies Lead	\$0

Goal 2 (State your science, social studies, and writing goal.): By 2025, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1, the percentage of all students scoring proficient/distinguished in combined writing from 51.0 to 74.3, and the percentage of all students scoring proficient/distinguished in social studies from 34.8 to 65.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		select questions on formative and summative assessments to familiarize students with state social studies assessment format.			
	3. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize common assessments aligned to the standards in the course curriculum maps. B: A schoolwide writing strategy, Claim-Evidence-Reasoning (CER), will be implemented in English, Math (adapted), Science, and Social Studies classes.	PLC Minutes	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
		A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Assessments, rubrics, and walkthroughs	9/22-6/23 All PLC Teams, All Team Leads, Admins.	\$0
	4. Design, Align, and Deliver Support	B: Students will meet with their A&A teacher monthly to address non-academic barriers to academic success.	Student Schedules, Pre-registration Forms	9/22-6/23 Counselors, FA Principal	\$0
	5. Review, Analyze and Apply Data	A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21 st Century Colonels (e.g., independent practice, homework help, credit recovery) and other enrichment options.	A&A Agendas	9/22-6/23 A&A Teachers, Counselors	\$0
			Student Referrals & Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, Counselors, Admins.	\$0

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: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 20.8 to 30 by June 30, 2023.	1. Design and Deploy Standards	A: Analyze ACT, CERT, common assessments, Reading Plus and Aleks and other student achievement data by gap groups to modify instructional practices.	District Report Card, CERT Reports, Pearson reports, Mastery Prep data, District Reports	9/22-6/23 ELA Teachers, SPED Teachers, ELA Leads, SPED Lead, Admins.	\$0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, CERT reports, ACT reports	9/22-6/23 ELA Leads, SPED Lead, Counselors, Admins.	\$0
		C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet challenging academic expectations.	YSC, IC Reports, Attendance Intervention Records, 15 Days Report	9/22-6/23 FRYSC Coordinator, SPED Lead, Counselors, Admins.	\$0
		D: Verify the list of students who did not meet benchmarks on the KSA and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify students' current level to provide differentiated instruction and RTI.	KSA Reports, CERT Reports, Assessment Data	9/22-6/23 SPED Lead, Counselors	\$0
	2. Design and Deliver Instruction	A: Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets	9/22-6/23 ELA Teachers, SPED Teachers, ELA Leads, SPED Leads, Admins.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 40 th – 70 th percentile. These services include Tier 2 intervention and Tier 3 services. (RTI Courses)	Instructional Coach Intervention Reports, PLC Minutes, ACT Reports, Student Progress Reports	9/22-6/23 ELA Teachers, SPED Teachers, ELA Leads, SPED Leads, Counselors, Admins.	\$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21 st Century Colonels (before & after school); provide parent engagement activities through 21 st Century Colonels to engage parents/guardians in their child's learning and achievement goals.	ESS Schedules, Reports, Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, SPED Lead, Counselors, Admins.	\$95,000
		D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	SPED Documentation	9/22-6/23 SPED Lead, Counselors, Admins.	\$ 0
		E: PLCS Teachers will continue to have students analyze industry-related articles for content and impact on the industry.	Lesson Plans, Curriculum Maps, Class Assessments	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		F: Select teachers have participated in the 56 th Annual Kentucky Exceptional Children's Conference this fall and have attended various sessions and will share with their respective PLC Teams and SPED teachers.	PLC Team Agendas	9/22-6/23 PLC Team Leads, Admins.	\$0
		A: Students with an IEP will be enrolled in a reading intervention class using the Reading Plus platform.	Guidance counselors & case managers will review all schedules	9/22-6/23 SPED Teachers, Counselors	\$0
Objective 2: To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on reading from 52.8 to 31.0 by June 30, 2023.	1. Design and Deliver Instruction	B: Students progress will be monitored in both fluency and comprehension.	Reading Plus student level reports, IEP goals	9/22-6/23 SPED Teachers, SPED Lead	\$0
		C: Incorporate Kagan Strategies--hands-on, cooperative learning,	Lesson plans	9/22-6/23 SPED Lead, Admins.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		small group collaborations across our classrooms.			
	2. Design and Deliver Assessment Literacy	A: A schoolwide writing strategy, Claim-Evidence-Reasoning (CER), will be implemented in English, Math (adapted), Science, and Social Studies classes.	Lesson plans, assessments, rubrics, and walkthroughs	9/22-6/23 ELA Teachers, SPED Teachers, ELA Leads, SPED Leads, Admins.	\$0
		B: Students with an IEP when appropriate will utilize a graphic organizer for CER.	Lesson plans, assessments, and rubrics	9/22-6/23 SPED Teachers, SPED Lead	\$0
	3. Classroom Design, Align, and Deliver Support Processes	A: SPED teachers will "name & claim" the students that they will provide accommodations during the Spring 2023 testing window.	Student assignment list	9/22-6/23 SPED Teachers, SPED Lead	\$0
		B: SPED teachers will meet twice a month with the students that they have claimed to ensure they are routinely receiving accommodations as provided for in their IEP and answer any questions the individual student has regarding assessments.	Teacher log of meetings & topics discussed	9/22-6/23 SPED Teachers, SPED Lead	\$0
		C: Emphasize Hattie's research findings on effect size in various categories: Collective Efficacy (1.57) and High Expectations for Students (1.44).	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0
		D: We will explore resources from KDE that include the following EBIPs (Evidence-Based Instructional Practices): 1. Establishing the Learning Environment 2. Clarifying and Sharing Clear Learning Goals 3. Explicit Teaching and Modeling 4. Discussion 5. Questioning	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 15.1 to 25.1 by June 30, 2023.		6. Feedback			
		E. Incorporate Instructional Best Practices; From the resource High-Leverage Practices in Special Education.	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0
		A: Analyze KSA, CERT, common assessments, and other student achievement data by gap groups to modify instructional practices. B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	District Report Card, KSA Reports, CERT Reports, District Reports	9/22-6/23 ELA Teachers, SPED Teachers, ELA Leads, SPED Leads, Admins.	\$0
	1. Design and Deploy Standards	C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet challenging academic expectations. D: Verify the list of students who did not meet benchmarks on the KSA and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify students' current level to provide differentiated instruction and RTI.	School Report Card, Pearson reports, CERT reports, KSA reports	9/22-6/23 SPED Lead, Counselors, Admins.	\$0
			FRYSC, IC Reports, Attendance Intervention Records, 15 Days Report	9/22-6/23 FRYSC Coordinator, SPED Lead, Counselors, Admins.	\$0
			KSA Reports, CERT Reports, Assessment Data	9/22-6/23 SPED Lead, Counselors	\$0
	2. Design and Deliver Instruction	A: Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets	9/22-6/23 Math Teachers, SPED Teachers, Math Lead, SPED Leads, Admins.	\$0
		B: Provide math intervention services in small groups, individual, or in collaboration with students in the 40 th –	Instructional Coach Intervention Reports, PLC Minutes, KSA	9/22-6/23	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		70 th percentile. These services include Tier 2 intervention and Tier 3 services. (RTI Courses) New Course is to be offered at 11th grade level - Transitional Algebra 2 course for students demonstrating need according to CERT scores in grade 10. This will be a RTI course designed to provide Algebra 2 instruction over a 2-year period, versus 1 traditional year.	Reports, Student Progress Reports	Math Teachers, SPED Teachers, Math Lead, SPED Leads, Admins. Counselors	
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21 st Century Colonels (before & after school); provide parent engagement activities through 21 st Century Colonels to engage parents/guardians in their child's learning and achievement goals.	ESS Schedules, Reports, Sign-In Sheets	9/22-6/23 21 st Century Colonels Site Coordinator, SPED Lead, Counselors, Admins.	\$0
		D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	SPED Documentation	9/22-6/23 SPED Lead, Counselors, Admins.	\$0
		E: PLCS Teachers will continue to include technical, real-world math in their instruction.	Lesson Plans, Curriculum Maps, Class Assessments	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		F: Select teachers have participated in the 56 th Annual Kentucky Exceptional Children's Conference this fall and have attended various sessions and will share with their respective PLC Teams and SPED teachers.	PLC Team Agendas	9/22-6/23 PLC Team Leads, Admins.	\$0
		A: Students with an IEP will be enrolled in a math intervention class using the ALEKS platform. Students	Guidance counselors & case managers will review all schedules	9/22-6/23 SPED Teachers, SPED Lead, Counselors	\$ 4140
Objective 4: To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on math	1. Design and Deliver Instruction				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 50.9 to 30.0 by June 30, 2023.		will revisit Algebra I topics to support the grade-level Geometry instruction.			
		B: Students will revisit Algebra I topics to support the grade-level Geometry instruction.	ALEKS student level reports, IEP goals	9/22-6/23 SPED Teachers, SPED Lead	\$0
		C: Incorporate Kagan Strategies--hands-on, cooperative learning, small group collaborations across our classrooms.	Lesson plans	9/22-6/23 SPED Lead, Admins.	\$0
	2. Design and Deliver Assessment Literacy	A: A schoolwide writing strategy, Claim-Evidence-Reasoning (CER), will be implemented in English, Math (adapted), Science, and Social Studies classes.	Lesson plans, assessments, rubrics, and walkthroughs	9/22-6/23 Math Teachers, SPED Teachers, Math Lead, SPED Leads, Admins.	\$0
		B: Students with an IEP when appropriate will utilize a graphic organizer for CER.	Lesson plans, assessments, and rubrics	9/22-6/23 SPED Teachers, SPED Lead	\$0
	3. Classroom Design, Align, and Deliver Support Processes	A: SPED teachers will "name & claim" the students that they will provide accommodations during the Spring 2023 testing window.	Student assignment list	9/22-6/23 SPED Teachers, SPED Lead	\$0
		B: SPED Teachers will meet twice a month with the students that they have claimed to ensure they are routinely receiving accommodations as provided for in their IEP and answer any questions the individual student has regarding assessments.	Teacher log of meetings & topics discussed	9/22-6/23 SPED Teachers, SPED Lead	\$0
		C: Emphasize Hattie's research findings on effect size in various categories: Collective Efficacy (1.57) and High Expectations for Students (1.44).	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>D: We will explore resources from KDE that include the following EBIPs (Evidence-Based Instructional Practices):</p> <ol style="list-style-type: none"> 7. Establishing the Learning Environment 8. Clarifying and Sharing Clear Learning Goals 9. Explicit Teaching and Modeling 10. Discussion 11. Questioning 12. Feedback 	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0
		E: Incorporate Instructional Best Practices; From the resource High-Leverage Practices in Special Education.	Agendas for PLC Teams	9/22-6/23 PLC Team Leads, Admins.	\$0

4: English Learner Progress

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, WCHS will increase the combined percentage of our School Climate Index and School Safety Index from 66.7 to 68.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of our Climate Index from 66.7 to 68.0 by June 30, 2023.	1. Design, Align and Deliver Support	SEL Activities in A&A: August: Setting and Achieving Goals September: Growth Mindset October: Self-Awareness November: Review of Trimester 1 Goals and set new goals for Trimester 2 December: Self-Esteem and review of goals	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0
		Student Guide Scavenger Hunt	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0
		Advisory/Advisee Program	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0
		Suicide Prevention Training	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0
Objective 2 To increase the percentage of our Safety Index from 59.5 to 61.0 by June 30, 2023.	1. Design, Align and Deliver Support	Anti-Bullying Training	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0

Goal 5 (State your climate and safety goal.): By 2025, WCHS will increase the combined percentage of our School Climate Index and School Safety Index from 66.7 to 68.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Bus Safety	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0	
		Student Handbook	A&A Lesson Plan; staff Google Classroom	9/22-6/23 A&A Teachers, Counselors	\$0	
		Emergency Drills	Assistant Principal Documents	9/22-6/23 Admins.	\$0	

6: Postsecondary Readiness (high school only)

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your postsecondary goal.): By 2023, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90. Objective 1: To increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90 by June 30, 2023.		1. Design and Deploy Standards	A: Counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door	9/22-6/23 Counselors	\$0
			B: During "College Application Week," all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports	9/22-6/23 ELA Teachers, Counselors, AmeriCorp and KHEAA Coaches	\$0
			C: Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data	9/22-6/23 Math Teachers, Counselors	\$0
			D: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessment and completion of pathway.	Advisory Committee Minutes	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
			E: CTE teachers will publicize dual and articulated credits for pathways and CTE End-of-Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans	9/22-6/23 ELA Teachers, PLCS Teachers, ELA Leads, PLCS Lead	\$0

Goal 6 (State your postsecondary goal.): By 2023, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment.	Field Trip Requests and Field Trip Student Lists	9/22-6/23 PLCS Teachers, PLCS Lead	\$2500
		C: Counselors will guide all 9 th grade students to a career pathway based on their ILP.	Registration Documents	9/22-6/23 ELA Teachers, Counselors	\$0
		D: Social Studies teachers will use periodic ACT-style passage readings under fixed conditions to familiarize students with testing conditions.	Lesson Plans	9/22-6/23 Social Studies Teachers, Social Studies Lead	\$0
		E: Teachers of freshman, sophomore, and junior level English, math and science classes will continue to implement online ACT preparation programs in their classes.	Lesson Plans	9/22-6/23 ELA, Math, Science Teachers and respective PLC Team Leads	\$0
		A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always have the incoming freshman students for their first year. Then when they become a sophomore/second year student, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e., graduation requirements, transcripts, and general “advising”) and daily for routine information sharing/communication.	Graduation Rate	9/22-6/23 All Teachers, Counselors	\$0
	3. Design and Deliver Assessment Literacy		B: The AmeriCorp and KHEAA Coaches will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to	AmeriCorp and KHEAA Reports	9/22-6/23 The AmeriCorp and KHEAA Coaches

Goal 6 (State your postsecondary goal.): By 2023, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	4. Review, Analyze and Apply Data	make educated decisions and plans about their future.			
		C: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available.	Finance Reports	9/22-6/23 PLCS Lead, Counselor	\$32,000
		A: Junior level math teachers will provide students access to ACT prep programs.	Lesson Plans	9/22-6/23 Math Teachers, Math PLC Lead	\$0
		B: CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		C: CTE teachers will utilize questioning techniques like those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions.	Classroom Assessments, CTE End-of-Program Assessment Reports	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
	5. Design, Align and Deliver Support	A: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps	9/22-6/23 ELA Teachers, ELA Leads	\$0
		B: CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans	9/22-6/23 PLCS Teachers, PLCS Lead	\$0
		C: When opportunities arise, teachers will be encouraged to participate in state-level development and programs of study revision, course alignment,	Travel Authorization Requests	9/22-6/23 PLCS Teachers, PLCS Lead	\$0

Goal 6 (State your postsecondary goal.): By 2023, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		pathway development/revision, and standards development/revision.			
	6. Establish Learning Culture and Environment	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Co-op Visit Reports	9/22-6/23 PLCS Teachers, PLCS Lead	\$0

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): By 2025, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 94.2 to 95.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the graduation rate for all students from 94.2 to 95.1 by June 30, 2023.	1. Design and Deploy Standards	A: Determine options for providing targeted transitional interventions to students (e.g., intervention period, intervention classes, afterschool intervention time). Post-secondary readiness plans are developed for every student. B: FRYSC Coordinator will make home visits to any at-risk student by referral.	Enrollment Data, Sign-in Sheets Record of Referral, Record of Home Visits	9/22-6/23 Counselors, 21 st Century Site Coordinator, SPED Lead 9/22-6/23 FRYSC Coordinator, Counselors, Admins.	\$0 \$0
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs to make elective choices. B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Colonel Academy, Early Graduation, or Hardship Graduation options.	Enrollment Data, ILP Reports Graduation Checklist, Transcripts, A & A Folders	9/22-6/23 Counselors, FA Principal 9/22-6/23 Counselors	\$0 \$0
	3. Design and Deliver Assessment Literacy	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule	9/22-6/23 Counselors, FA Principal	\$0
	4. Review, Analyze and Apply Data	A: Data from the Early Warning Tool will be used for the following: root cause analysis to determine appropriate	Persistence to Graduation Reports, Early Warning Tool	9/22-6/23 Counselors	\$0

Goal 7 (State your graduation goal.): By 2025, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 94.2 to 95.5.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state, and national levels.		
				Funding

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:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response: Checks and Balances for our school leadership is evidenced through various avenues. Our district has a Certified Evaluation Plan which includes reflective practice and professional growth planning, required site visits, and summative evaluation of principals. There are also formative components that include walkthroughs, informal communications, and meetings between our school leaders and district leaders. In addition, support is provided by District Instructional Coaches, other District Program Managers, and PLC Team Leads who provide content specific guidance. The Bi-Annual Kentucky Impact Survey allows certified staff to provide anonymous feedback concerning the working conditions of our school. Our SBDM Council, headed by our principal, meets monthly and follows a line-item agenda that specifically addresses school improvement, student achievement, and planning, among other topics.

The Professional Standards for Educational Leaders (PSEL) Standards are used to evaluate principals and assistant principals in Kentucky. PSEL Standard 10 specifically addresses school improvement:

- A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- B. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- C. Prepare the school and the community for improvement by promoting readiness (an imperative for improvement), instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.
- E. Employ situationally appropriate strategies for empowerment, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the finding of research for the school and its improvement.
- G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- H. Adopt a system of perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- I. Manage uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and opening communicating the need for, process for and outcomes of improvement efforts.
- J. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing improvement.

The results of analyzing PSEL Standard 10 demonstrate that no component has been identified as a need for improvement.

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: Our process first included establishing a TSI Committee. This committee determined the status in the Key Core Work Processes (see below) to guide the Novice Reduction Work. Our TSI-Committee utilized The Key Core Work Processes to drive our strategic decision-making and guide the development, refinement, and implementation of our work systems within our school. We identified how our school's work is accomplished, including both internal work processes and external resources needed to develop and produce programs and services, support delivery of programs and services to targeted student populations.

Strategic Level Key Core Work Processes

- 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 Processes
- KCWP 6: Establishing Learning Culture and Environment

Our TSI Committee identified and discussed preliminary root causes and planned the next steps. This included continued CSIP revision with a presentation to our board of education in December. We developed a 30-60-90-day plan to address initial thoughts, reactions, and beliefs regarding root causes for identification and relationship to the required CSIP revision components. Critical Resource Inequities identified included the following:

Critical Resource Inequity	Actions to Address Inequity
Meeting the unique needs of students with disabilities	Providing scaffolded supports through the enrichment courses for ELA and Math focused on individual student content skills
Equitable access for the targeted student population to state standards	Co-teaching in collaboration classroom settings to provide scaffolded instruction
Negative connotation of course names	Renaming of courses to promote positive culture rather than negative connotations; a focus on the semantics: enrichment rather than intervention
Student Teacher Relationship	Name and claim students to promote greater alignment between student and accommodator to develop familiarity and positive rapport and routine
Supports Delivered Routinely	Strengthen supports through refresher courses/tutorial for accommodators to have greater familiarity with students with disabilities

Our TSI Committee conducted an internal program audit which included the following checks and results:

Internal Program Audit		Results of Audit
Review of all CSIP components		Analyzed goals, strategies, and activities to determine necessary revisions to specific components of the CSIP and identified where inequities were observed. These inequities were found in the achievement gap group of students with disabilities.
Inventory Initiatives (evaluating the degree to which each initiative is a high-leverage and evidence-based for the target population)		Identified the initiatives and reviewed the effectiveness of each. Results determined many of our initiatives are successful but need to be extended to our target population.
Secure and analyze standard, curriculum, and assessment alignment		After a thorough review, it was determined that there are no gaps in our standards, curriculum, and assessment alignment.
Analyze course schedule		Amendments were made to the framework of the master schedule to reflect the redesign of courses to better support MTSS (Multi-Tiered System of Supports).
Analyze policies, procedures and practices		Determined that our policies, procedures, and practices are sound and did not contribute to the inequities within our students with disabilities population.
Discuss universal screening data		Determined that our current universal screener was aligned with the ACT and not the KSA.
Review data from intervention/enrichment classrooms and co-teaching classrooms (evaluate the instructional design experiment)		Identified that instructional design used in the intervention/enrichment and co-teaching classrooms yielded positive growth.
Review cut-score or data-based decision analysis as they pertain to placement decisions		Results validated current student placement system is effective.
Review and evaluate instructional and assessment accommodation methodology and process for accommodator assignment selection		Findings indicate an inequity with delivering supports consistently throughout the school year.
Trainings for specific teachers to attend		Results determined that some trainings were targeting general populations rather than special populations.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students		

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

Response:

Our TSI Committee met to review our learning culture and environment as it relates to a solid curriculum, evidence-based instruction, and systems of continuous improvement. We examined and analyzed the learning culture experienced by students in the targeted subgroup which yielded additional processes, practices, or conditions evident in the teaching and learning environment that could present barriers to learning. We evaluated the degree to which leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias; model the attributes and implement practices that shape and sustain a culture with our school's vision and mission, setting expectations for all staff members; implement practices, processes and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias. After addressing these considerations, following are additional actions to address the causes of underperformance:

- SPED teachers continue to join their content-specific weekly PLC Team meetings
- Weekly SPED teacher meetings
- Progress Monitoring
- Implementation of Best Practices
- Continued analysis of various data points, including but not limited to:
 1. Common assessments
 2. Program Practice: Reading Plus and Aleks
 3. KSA individual cut-scores/cusps
 4. CERT performance
 5. ACT performance
 6. At risk report
 7. Tracking of student for post-secondary readiness
- Walk through information collected by Google Form
- Review our testing process
- Develop a writing strategy for students to employ/tool kit to address writing required

These are ongoing actions under a General Supervision Framework.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Our area of need, as revealed by our analysis of academic and non-academic data, is the underperformance of our students with disabilities. We are incorporating an instructional practice from the text *High-Leverage Practices in Special Education* by the Council for Exceptional Children and the CEEDAR Center. High-Leverage Practice 15 (HLP15): “Provide scaffolded supports. Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students’ performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.”

This evidence-based practice will be implemented with fidelity and monitored through the following:

- PLC minutes
- Principal informal walkthroughs
- Principal formal evaluations
- Lesson plans
- Curriculum documents
- Master schedule
- Assessment data

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.

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 "[Compliance Requirements](#)" 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
<i>High-Leverage Practices in Special Education</i> : HLP15 Provide Scaffolded Supports	McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center, 78 - 80.	<input checked="" type="checkbox"/>

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 ["Compliance Requirements"](#) 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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



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 County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, null, 40769

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... 3

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?

The mission of Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience.

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

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Our top two focus areas are in the content areas of reading and math for the Achievement Gap objectives. Our plan includes moving the students identified with an IEP out of the novice category and into proficiency. We want to decrease the number of students scoring novice and increase the number of gap group students scoring proficient/distinguished.

Objective 1: (Reading)

To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 20.8 to 30 by June 30, 2024.

Objective 2: (Reading)

To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on reading from 52.8 to 31.0 by June 30, 2024.

Objective 3: (Math)

To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 15.1 to 25.1 by June 30, 2024.

Objective 4: (Math)

To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on math from 50.9 to 30.0 by June 30, 2024.

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

Both of the top two focus areas of reading and math students with disabilities is what we would like our professional development to pertain to. This is directly related to school goal #3 Achievement Gap. In addition, we are a school identified as TSI status and this is our student population that needs significant improvement.

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.

READING: short-term objectives

Objective 1:

To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 20.8 to 30 by June 30, 2024.

Objective 2:

To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on reading from 52.8 to 31.0 by June 30, 2024.

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

Incorporating HLP: Scaffolding. Teachers will regularly utilize instructional best practices and will collaborate via instructional shares during PLC Team meetings within content areas. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based projects and events. To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meetings as progress monitoring for our SPED students occurs.

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.)

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

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.

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

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

The specific targeted audience is ALL Content Area Teachers Teachers, SPED Teachers, Co-Teachers, Collaborators, and RTI Teachers. The High-Leverage Practice of Scaffolding will be used in all content areas. Students will be reading in ALL content areas and are expected to focus on Guiding Principles for Reading Informational Text and the Interdisciplinary Literacy Practices.

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.)

Staff is needed to provide professional development learning sessions. Funding is required to support professional learning, technology, resources and additional sample materials. Time is allotted within the school calendar for mandated professional development sessions before the school year begins and through professional learning hours amassed throughout the school year. Our partnerships with the SESC (Southeast South-Central Educational Cooperative) and GRREC (Green River Regional Educational Cooperative) will assist with this implementation and incorporation of structured literacy components.

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.

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

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.

MATH: short-term objectives

Objective 3:

To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 15.1 to 25.1 by June 30, 2024.

Objective 4:

To decrease the percentage of Gap Group (Disability with IEP) students scoring novice on math from 50.9 to 30.0 by June 30, 2024.

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

Incorporating HLP: Scaffolding. To have an impact on student learning and thus student outcomes, teachers will regularly utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based projects and events. To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meetings.

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.)

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

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.

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

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 is Math Teachers, SPED Teachers, Co-Teachers, Collaborators, and RTI Teachers.

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.)

Staff is needed to provide professional development learning sessions. Funding is needed to support professional learning, technology, resources and sample materials. Time is allotted within the school calendar for mandated professional development sessions and through professional learning hours amassed throughout the school year. Our partnerships with the SESC (Southeast South-Central Educational Cooperative) and GRREC (Green River Regional Educational Cooperative) will assist with this implementation and incorporation of structured literacy components.

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.

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

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------