



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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Whitley County Middle School**  
**Patrick Conlin**

351 Blvd 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.  
Patrick Conlin, September 2, 2022



## 2022-23 Phase One: Executive Summary for Schools

2022-23 Phase One: Executive Summary for Schools

**Whitley County Middle School**  
**Patrick Conlin**

351 Blvd Of Champions  
Williamsburg, Kentucky, 40769  
United States of America

## Table of Contents

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

## 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?

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 584 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School.

Whitley County Middle School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,766 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 97.7% white, 0.4% black, 0% Asian, 1.1% Hispanic/Latino, and 0.9% are identified as two races or more. The per capita income in the past 12 months is \$15,960 – well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy cannot be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families are and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner occupied housing is \$120,400. Eighty-two percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our staff is comprised of dedicated educators who collaborate and utilize best practices to ensure student success. We are served by one principal, one assistant principal, one guidance counselor, one librarian, one speech pathologist, 39 certified classroom teachers, one school resource officer, four gear-up instructors, one school nurse, two comprehensive care counselors, five instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, two

secretaries, five custodians, and seven cafeteria staff. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail.

Our full time Family Resource Center coordinator works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide many supportive services our students need. Cumberland River Comprehensive Care provides two full-time counselors for on-site services, during the school day and in the summer.

Whitley County Middle School takes pride in offering a challenging curriculum and students have the opportunity to excel with a curriculum which includes honors classes. WCMS believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the 21st Century Program which allows our students a hands-on approach to improve achievement and become college and career ready. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future. Through these programs, we are fortunate to offer tutoring services during and after school. Also, several enrichment activities are offered through our 21st Century Program such as Archery, Robotics, Art, Cooking, Coding, Crafting, and Gaming.

Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a distinguished, progressing district. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is new for the area and a shift in cultural ideal as well as the climate must embody the importance of being successful adults.

The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have leveled our students in reading and math to focus on the skills that they need to meet individual needs. Most importantly, we have utilized 21st Century Programs to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students.

We are very fortunate to be able to offer successful activities and programs to our students. Our KyCL Grant has allowed us to implement several resources to our school. Some of the activities that we have the opportunity to offer consists of: Comprehensive Literacy, KY Literacy Intervention Project, Literacy Design



Collaboration, and Simple Solution for each subject. Our teachers are excited and implementing each of these resources.

### School's Purpose

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

The vision of Whitley County Middle School is to provide our students with the opportunities and expectations to achieve academic excellence. We believe that all students can learn and acknowledge that it is our goal to help them reach their full academic potential. We strive for each student to become a life-long and independent learner. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in each of our classes. We offer our students numerous extracurricular opportunities including Gear Up Programs. Our curriculum is aligned with state standards and offers a variety of strategies to enhance student achievements, while developing them into 21st century learners. It is our goal for all students to be successful and reach their academic goals and full potential. Our mission statement is a culmination of an original vision statement from several years ago and has been reinvented to reflect College and Career Readiness for All. Our district's overall guiding message of "Making Great Things Happen" has become our school's motto for success. We are proud of the opportunities afforded to all students at Whitley County Middle School. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies. We feel that family involvement is essential, therefore we have events throughout the school year to encourage parental and community involvement. We have "Spotlight on Students" throughout the school year to share achievements with students and parents. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our school. We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our Gear Up Program, we offer tutoring services and opportunities to visit colleges. As we provide educational opportunities, students will be able to learn regardless of learning style. Our goal is to reach all learners and prepare them for high school and their future endeavors.

CLUBS & ORGANIZATIONS: Academic Team and STEM, Robotics Club, Coding, Art Club, Band, BETA Club, Christian Youth Club, VPA, Archery, Engineering, Gaming, 21st Century Program (Enrichment and Tutoring Services), Gear-Up

ATHLETICS: Football, Basketball (Boys & Girls), Skeet & Trap (Boys & Girls), Baseball, Softball, Cheerleading, Cross Country (Boys & Girls), Golf (Boys & Girls), Soccer (Boys &

### Notable Achievements and Areas of Improvement

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

Currently we have the status of a 4-Star Middle School. In 2020-2021, in reading our students scored 2% above the state average of 48% proficient/distinguished. Also, our school surpassed the state average in writing with 68% scoring above the state average of 52%. In 2018-19 according to our district's administration data analysis: "Our strengths related to student learning at the middle school level are in the area of social studies, math, and reading. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies 77.7, reading 75.6, math 56, and writing 36.3. To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Whitley County Middle School has many accomplishments for the past four years. In the 2015-16 school year, WCMS overall score did improve to 70.4. Our notable areas of improvement included writing on-demand. In 2016-17, we made huge gains and improved our scores to an overall score of 75. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state.

Whitley County Middle School will make necessary adaptations to improvement areas throughout the school year. In order to increase student achievement and ensure that all of our students acquire essential skills necessary to function as productive citizens, Whitley County Middle School will implement successful programs and use a variety of teaching strategies. We are proud of our school and how our school has progressed. Whitley County Middle School has made necessary changes and have earned the title, "Other Category" with a reading score of 75.7 for the 2017-18 school year.

Teachers at WCMS assess their students within each content specific area using a common assessment and MAP, Measures of Academic Progress, thus providing a standard based analysis of student performance. The MAP results give a breakdown of student weaknesses to allow teachers to address those needs. This data will drive our instructional practice and focus on individual needs. WCMS teachers meet bi-

monthly within his/her specific teams to analyze assessment data, review student performance and progress, and address concerns or issues within the individual team's student body.

Students that have misconducts for missing assignments and other misbehavior will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete missing assignments.

Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. The students placed on the Above and Beyond List are recognized by administration. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners.

WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Intervention Math. We have 21st Century after school to help students with math. Students also have the opportunity to participate in the Robotics Club to advance their STEM skills.

All students at WCMS participate in research based reading instruction and we have been fortunate to get the Striving Reader Grant. This Reading Grant gives us many resources to help our students become better readers and better writers. The KY Literacy Intervention Project equips administrators with tools needed to address primary issues as they relate to reading. Whitley County Middle School has had representatives from Science, Social Studies, and Special Education attend Comprehensive Literacy meetings in Bowling Green, through the KyCL Grant to assist in reading strategies across the curriculum. We are using Wordly Wise in each of our reading classes and our language arts classes. Wordly Wise has rigorous vocabulary that are challenging our students. Other reading programs include Intervention Reading, Reading Coach, and Simple Solutions. Also, WCMS, is using MAP (Measure Academic Achievement) results to target specific student needs. Teachers design their lessons to meet specific needs identified from this test.

Our plans to improve the areas of need include bi-weekly PLC meetings and bi-weekly Data meetings. We use this time to disaggregate data, address areas of concern, and plans for improvement. In addition, we offer other instructional opportunities through Study Island, iXL, Homework Help, Tutoring, Gear-Up, and 21st Century.

Whitley County Middle School utilizes technology on a school-wide basis with six computer labs along with laptop and I-pad sets with wireless capabilities for student use. All of our classrooms have Smart boards with projectors and workstations with internet access. Document cameras are in each math room and special education classrooms. MAP testing is completed three times a school year to determine student growth and student needs for each student. Study Island is also used to reinforce learning and technology-enhanced item types to promote higher-order

thinking and inquiry. It provides practice, review, and reinforcement of the Kentucky state standards.

#### Additional Information

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

N/A

#### Additional Information

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

Whitley County Middle School strives to provide the students of Whitley County with a distinguished educational environment to enhance student learning and growth. Our teachers, staff, and educational opportunities provide our students with the foundation needed to become successful 21st century learners.

Our school has a small group of teachers, across disciplines, who act as advisors to team teach our students. Our students are taught to solve and interpret, rather than memorize facts. We encourage our students to explore new areas and pursue interests.

Our Data Room Meetings have had a tremendous impact on the overall school climate and culture allowing teachers to focus on the individual needs of their students. The teachers also have an opportunity to discuss with team members best practices and share professional ideas with one another to help with instructional delivery. Weekly PLC meetings allow the teachers to have some of the same discussions with other department area teachers as well. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand allowing us to receive bonus points on the school report card for many areas. Novice rates in each of those areas were well below state average as well. Our academic team has won district for two consecutive years. We had 100% participation by our faculty on the TELL Survey. Our school is part of the Gear-Up and 21st Century Program which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. The program is used in middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.

## Attachment Summary

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



## 2022-23 Phase One: School Safety Report

2022-23 Phase One: School Safety Report

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

---

**Table of Contents**

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	11

## **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.

The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. Our administration meets with PLC teams weekly and with area teams bi-weekly to disaggregate data and examine student progress. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities.

Each grade level team completes the first round of data analysis during weekly PLC meetings and presents their findings to all staff. All certified staff members are required to participate in data disaggregation sessions. District level staff, classified

staff, and current S.B.D.M. members are notified and invited to attend as well. Significant weaknesses, gaps, and concerns are recorded and shared at the S.B.D.M. Council's next meeting. The next round of analysis involves a similar process but includes additional analysis and comparisons to in-house universal screeners/assessments such as the following: MAP Assessments, grade level common assessments, and other pieces of relevant data. This data is shared with the S.B.D.M. Council during a meeting with the complete analysis on file. The council gives their input on the school's plan of action and areas identified as a focus of improvement, with continued close monitoring of areas of concern. This continued monitoring occurs monthly during PLC meetings, which are documented in PLC minutes and reported to the principal, who keeps the S.B.D.M.

### 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?

Goal 1, Objective 1: Proficiency in Reading for all students was 46.5% which is higher than the state average which is 43%. We did fall short of last year proficient/distinguished and have been implementing new reading strategies. We will continue to use the new and improved strategies to increase the goal we set for our 2023-2024 proficiency.

Goal 1, Objective 2: Increase Proficiency in Math for all students from 24.3% to 29%. We exceeded our goal with 43.5% of students scoring Proficient or Distinguished in Math. We will continue to use the strategies that are making it possible to meet our goal and increase the goal we set for our 2023-2024 proficiency.

Goal 2, Objective 1: Increase the percentage of all students scoring at the Proficient/Distinguished level from 20.3% to 29% in Science and from 41% to 66.5% in Social Studies. We exceeded our goal in Science with 33% of students scoring at the Proficient or Distinguished level; however, we fell short of meeting our goal in Social Studies with only 41% of students scoring at the Proficient or Distinguished level. For Science, we will continue to use the strategies that are making it possible to meet our goal and will increase the goal we set for our 2023-2024 proficiency.

For Social Studies, we will reexamine the strategies employed, devise new and improved strategies, and we will set a new goal.

Goal 2, Objective 2: Increase the percentage of all students scoring at the Proficient/Distinguished level in Writing. We exceeded the state average, 38% in Writing with 46% of students achieving a score of Proficient or Distinguished, so we will continue to employ the strategies we have been implementing.

Goal 3, Objective 1: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 51% to 53.7% and of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 42% to 58% in Reading. With 51% of students with Disabilities scoring at the Proficient or Distinguished level, we exceeded our goal, and with 42% of Economically Disadvantaged students scoring



---

at the P/D level, we also exceeded that goal. We will continue to follow the strategies that are working for us, as well as use 21st Century programs to provide remediation and support for students with disabilities and students identified as Economically Disadvantaged.

Goal 3, Objective 2: Increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 52.5% to 61% and of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 27.7% to 38% in Math. We exceeded one goal and remained close on the other goal, with 61% of students with disabilities and 38% of students identified as economically disadvantaged scoring at the Proficient or Distinguished level. We will continue to employ the strategies used as they have been proven effective.

Goal 4, Objective 1: Increase the percentage of students showing growth by 2% in Reading--Growth scores were not reported from the KSA for the 2021-2022 assessment.

Goal 4, Objective 2: Increase the percentage of students showing growth by 2% in Math--Growth scores were not reported from the KSA for the 2021-2022 assessment.

## 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.

Student achievement in the area of Social Studies is a concern as it has declined over the last few years. 83.5% of students scored at the Proficient or Distinguished level on the 2017-2018 assessment, 77.7% in 2018-2019, and down to 41% on the 2021-2022 KSA. With new academic standards and interrupted instruction due to remote learning, covering instructional gaps in the area of Social Studies is a definite concern and area of improvement. Reading achievement is also a major concern. The 2021-2022 Reading scores for our school were disappointing when compared to 2020-21 scores going from 50.2% scoring proficient/distinguished to 46.5%. When comparing state scores, we had a higher percentage of students scoring at the Proficient/Distinguished level. (WCMS-- 46.5%, State 43%). Increasing reading proficiency and decreasing the number of students performing at the novice level is one of our most important goals.



### 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.

According to the 2021-2022 KSA scores, 46.5% of all students at Whitley Middle (as compared to 51% of students with disabilities and 42% of economically disadvantaged students) scored a Proficient or Distinguished in Reading. 43.5% of all students (as compared to 61% of students with disabilities and 38% of economically disadvantaged students) scored a Proficient or Distinguished in Math. 33% scored Proficient or Distinguished in Science--an increase of 11% from last year. 41% of 8th graders scored Proficient or Distinguished in Social Studies, while 28% scored at the Novice level. In Combined Writing, 66.5% of students scored Proficient or Distinguished, while only 7.8% scored Novice. In reviewing non-academic indicators, the School Report Card indicates that 71.8% of our teachers have either a master's degree or Rank I, which is 12.5% higher than the state average. Also, the average number of years of experience among our teachers is 12.3 years, as compared to the district average of 13.5 years and the state average of 11.8 years. Our student teacher ratio of 14:1 is as the district ratio of 14:1 and lower than the state ratio of 15:1. Based on Impact Kentucky results, 85% of teachers at Whitley Middle are confident that their school leaders have the best interest of school in mind as compared to 87% of teachers in the district and 78% of teachers in the state. Average daily attendance and chronic absenteeism were not reported this year. Looking at the Quality of School Climate and Safety Survey, 93% of students either agree or strongly agree that their school is a caring place, 94% feel that their teachers care about their physical safety, and 97% say their teachers always expect them to do their best.

### 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.

Student performance in the area of math is the greatest concern due to the low percentage of students scoring at the Proficient/Distinguished level—43.5% of all students, though looking at scores by grade levels, 8th grade scored higher with 46% P/D compared to 7th grade 41% P/D. Student achievement in math was slightly different between all students (43.5% P/D), students with disabilities (61%), and economically disadvantaged students (38%). Student achievement in the area of reading is also concerning as only 46.5% of all students scored at the Proficient/Distinguished level, with 7th scoring 46% and 8th scoring 47% P/D. Student achievement in reading was not significantly different between all students 46.5% P/D, students with disabilities (51%), and economically disadvantaged students (42%). Another area of concern is student achievement in Social Studies. Twenty-eight percent (28%) of students scored at the Novice level, while 41% scored at the Proficient/Distinguished.

#### 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.

Based on the 21-22 KSA assessment, our 8th grade students are outperforming their 7th Grade peers in both reading and math. With 47% of 8th Grade students (vs. 46% of 7th grade students) scoring at the P/D level in reading and 46% of 8th Grade students (vs. 41% of 7th all students) scoring at the P/D level in Math. Finally, our Students with Disabilities and Economically Disadvantaged Students are continuing to show achievement that is comparable to the achievement of students without those barriers. In reading, 51% of Students with Disabilities scored at the P/D level as compared to 46.5% of all students; in math, 61% of Students with Disabilities scored at the P/D level as compared to 43.5% of all students. Comparing Economically Disadvantaged Students to all students, in reading, 38% scored at the P/D level just as 46.5% of all students; in math, 38% scored at the P/D level just as 43.5% of all students. Based on this data, the instructional strategies used by our 8th Grade staff need to be shared with other staff members as those methods seem to be bringing about positive results. Also, the cooperation between regular education teachers and resource teachers is clearly a strategy that we will be continuing, as students with disabilities are clearly performing well as compared to their peers.

#### 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.

Each year our teachers work together by departments to create a syllabus and curriculum map that is aligned to The Kentucky Academic Standards. The curriculum maps are utilized by each teacher to drive their instruction. The complete document is displayed in the classroom and consistently used by all staff. Teachers check off the content as it is taught, and notes are made to review content as needed. The teachers are divided into a professional learning community (PLC) which involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. These teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members. PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes. We have a bi-weekly meeting as a team that includes each content teacher and administration to focus on student needs. Teachers place students on a Watch List, these watch lists are monitored daily and the students on this list are placed in our 21st Century Program where they get extra instruction in a smaller classroom setting. Also, we have Gear-Up that allows us two academic specialists and two college and career ready navigators that provide extra instruction in content and college and career opportunities. Students

---


are leveled in reading classes based on MAP scores and each student is placed in class based on individual needs. Students have a mini lesson each week with the librarian that focuses on reading strategies to enhance individual learning and practice skills. Also, students take MAP Assessment to find out what skills they need to focus on. Teachers use the data to drive their instruction and students are placed in classes to meet their needs.

To address the continuing unsatisfactory performance of students in Math and Reading: More emphasis will be placed on the review, analysis, and application of student data. Teachers will plan formative and interim assessment measures to assess student learning at intervals which allow for more responsive adjustment of instruction. Teachers will ensure that summative assessments are valid, reliable, and offer a variety of formats designed to accommodate all learning modalities. Teachers at each grade level will work together to design measures of assessment which are rigorous and aligned to the standards. Expectations for achievement will be high for all students. Measures of assessment will be evaluated for validity and reliability, ensuring tests are not too difficult or too easy, and that test items and formats are conducive to accurately measuring student learning. Teachers will meet weekly in PLCs to analyze student data from classroom assessments—such as chapter tests or standards practice tests; common assessments—such as unit and benchmark exams; and standardized assessments —such as MAP and KSA. Data will be examined to identify individual student strengths and weaknesses, as well as gaps in instruction. Teachers will work together in grade level groups along with resource teachers to plan instructional strategies to address individual and group needs, formulate plans for MTSS implementation, and discuss progress monitoring results. Teachers will keep a data notebook to keep track of student progress. Intervention plans will be included for at-risk students and will be shared with students, parents, and other stakeholders. Students will complete self-evaluation activities and assist in maintaining data tracking measures to ensure their awareness of, participation in, and ownership of individual goals and outcomes. Teachers will pay particular attention to gaps in performance between specific groups, such as between males and females, students with special needs and all students. They will work together to plan instructional strategies designed to eliminate any gaps they find. Teachers in both grade levels will supplement instruction in all areas with digital resources, such as IXL, Study Island, Simple Solutions, Read Theory, and BrainPop. Supplementation of instruction with digital content will enhance differentiation of instruction as well as increase student engagement. District coaches, school instructional leaders, and peer teachers will be utilized to team teach with teachers in order to model and share different instructional strategies and to collaborate with teachers in identifying student strengths and weaknesses. In addition to the strategies listed above, some additional strategies will be utilized to address the uniqueness of situations arising due to remote learning during periods of non-traditional instruction. As this is an on-going discovery process, additional strategies will be added as needed. First, teachers will continue to participate in professional development sessions designed specifically for virtual learning topics and for the plethora of digital resources being used to support, enhance, and differentiate remote instruction. Teachers will work together in grade level teams, across grade level teams, and across curriculum teams, as well as with the curriculum team to problem solve and share resources and strategies determined to be effective. Teachers will meet weekly in PLC groups

---

to address issues that arise during remote instruction, to analyze student needs and performance, and to plan instruction. Also, funds will be made available from instructional monies to purchase additional digital subscriptions to address student instructional needs. Resource teachers and interventionists will collaborate with teachers to provide support for remote learning, and referrals will be made for at-risk students when interventions (MTSS) fail to produce results. Finally, referrals to the DPP will be made for students falling in the chronic absenteeism category, as there is a direct correlation between excessive absenteeism and poor academic performance.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements	CSIP Key Elements	.



## Key Elements of the Teaching and Learning Environment - School

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



## 2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

**Whitley County Middle School**  
**Patrick Conlin**

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

---

## 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.

N/A

## **ATTACHMENTS**

### **Attachment Name**

 CSIP

### Operational Definitions

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



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

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

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

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

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

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

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

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

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

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

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

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

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

#### Requirements for Building an Improvement Plan

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

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

The required goals for high schools include the following:

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

## Attachment Summary

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

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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 11.14 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

- Postsecondary Readiness
- Graduation Rate

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 46.5% to 61.5% and in Math from 43.5% to 56.5% by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase Proficiency in Reading for all students from 46.5% to 51.5% by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze universal assessment results as well as classroom assessments to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.  B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Grade level data will be compiled and shared during PLC minutes to ensure any students and/or groups failing to show progress are identified as soon as possible. Instruction will be driven by student needs, as evidenced by student data.	Summative assessment measures, such as MAP Reading, Common Assessments, KSA, and classroom assessments	8/22—5/23 PLC Minutes SBDM Minutes  Teachers, Principals, & SBDM Council	No additional funding required
	Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional	Summative assessment measures, such as MAP Reading, Common Assessments, KSA, and classroom assessments	8/22—5/23 PD Logs, Teachers' Meeting Agendas, and PLC Minutes Teachers & Principals	No additional funding required



Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 46.5% to 61.5% and in Math from 43.5% to 56.5% by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	materials are aligned with Kentucky Academic Standards.		8/22—5/23 Lesson Plans and Formal/Informal Observations; Google Classroom Content	No additional funding required
		B. Teachers will use Essential Questions, “I Can” Statements, and Learning Goals to make connections for students between the standards and lesson content.	Higher student mastery of reading standards as measured by weekly skills tests and common assessments	Teachers and Principals	
		A. Teachers will use Study Island, IXL, Google Classroom, Flocabulary, Read Theory, Teacher Made, BrainPop, Simple Solutions, and other print and digital content in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures, such as MAP Reading, Common Assessments, and KSA, as well as digital program logs and usage reports	8/22—5/23 Lesson Plans, Program Reports, and Formal/Informal Observations; Google Classroom Content  Teachers and Principals	No additional funding required
		B. Teachers will participate in KY Comprehensive Literacy and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Job-embedded professional development on the most current, research-proven teaching practices will ensure teachers are able to maximize reading instruction for all students.	Increase in rigor of reading instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP Reading, Common Assessments, KSA, and classroom assessments	8/22—5/23 PD Reports and PLC Minutes  Teachers & Principals	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 46.5% to 61.5% and in Math from 43.5% to 56.5% by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2  Increase Proficiency in Math for all students from 43.5% to 48.5% by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.  B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Grade level data will be compiled and shared during PLC minutes to ensure any students and/or groups failing to show progress are identified as soon as possible. Instruction will be driven by student needs, as evidenced by student data.	Summative assessment measures, such as MAP Math, Common Assessments, KSA, and classroom assessments	8/22—5/23 PLC Minutes SBDM Minutes  Teachers, Principals, & SBDM Council	No additional funding required
	Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with Kentucky Academic Standards.	Summative assessment measures, such as MAP Math, Common Assessments, KSA, and classroom assessments	8/22—5/23 PD Logs, Teachers' Meeting Agendas, and PLC Minutes Principals and Teachers	No additional funding required

Goal 1: Increase the percentage for all students scoring at the Proficient/Distinguished level in Reading from 46.5% to 61.5% and in Math from 43.5% to 56.5% by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will emphasize to students the importance of applying the 8 Mathematical Practices when teaching math and will actively lead students in applying the practices during instruction in addition to using Essential Questions, “I Can” Statements, and Learning Goals to make connections for students between the standards and lesson content.	Higher student mastery of reading standards as measured by weekly skills tests and common assessments	8/22—5/23 Lesson Plans and Formal/Informal Observations; Google Classroom Content  Teachers and Principals	No additional funding required
	Design and Deliver Instruction	A. Teachers will use Study Island, IXL, Google Classroom, Simple Solutions and other print and digital content in order to enhance instruction in math, increase student engagement, and provide more individualized instruction to all students.  B. Teachers will engage students in higher-level, real-world math activities and will share research-proven instructional strategies with peers during PLC meetings and/or professional development sessions. Employing these practices will ensure teachers are able to maximize math instruction for all students.	Summative assessment measures, such as MAP Math, Common Assessments, and KSA, as well as digital program logs and usage reports  Increase in rigor of math instruction as evidenced by lesson plans and assessment samples and increased reading achievement, as measured by MAP Math, Common Assessments, KSA, and classroom assessments	8/22—5/23  Lesson Plans, Program Reports, and Formal/Informal Observations; Google Classroom Content  Teachers and Principals  8/22—5/23  PD Reports and PLC Minutes  Principals and Teachers	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 33% to 39% in the area of Science, from 41% to 55% in the area of Social Studies, and from 46% to 58% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Increase the percentage of all students scoring at the Proficient/Distinguished level from 33% to 37% in Science.	Review, Analyze, and Apply Data	A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.	Summative assessment measures, such as MAP Science, Common Assessments, KSA and classroom assessments	8/22—5/23  PLC and SBDM Minutes  Teachers, Principals, and SBDM Council	No additional funding required
		B. Teachers will use scrimmage tests in the area of Science to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make decisions about remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.	Increase in science as evidenced by scrimmage results, Common Assessments, KSA, and classroom assessments	8/22—5/23  Lesson Plans and Formal/Informal Observations; Google Classroom  Teachers and Principals	No additional funding required
		C. Teachers will collaborate with District Instructional Coaches, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/interventionists to analyze common assessments and will cooperate to make instructional decisions based on student performance data.	Growth in student data as provided by Common Assessments, classroom data, scrimmages, KSA, and classroom assessments	10/22—5/23  PLC minutes and Data Notebooks  Teachers and Principals	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 33% to 39% in the area of Science, from 41% to 55% in the area of Social Studies, and from 46% to 58% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Design, Align, and Deliver Support		A. Teachers will use BrainPOP, Teacher Created Materials, Study Island, IXL, Simple Solutions, and other print and digital resources to enhance instruction in Science, increase student engagement, and provide more individualized instruction.	Summative measures, Common Assessments, classroom data, MAP Science, and KSA, as well as digital program logs and diagnostic reports	8/22—5/23 Lesson Plans and Formal/Informal Observations; Google Classroom Content Teachers and Principals	No additional funding required
		B. Teachers and principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Science, Technology, Engineering, Arts, and Math (STEAM).	Growth & achievement, as measured by Common Assessments, classroom data, and KSA	8/22—5/23 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations; Google Classroom Content Teachers and Principals	No additional funding required
		C. Classroom teachers will collaborate with Interventionists, Special Education instructors, VPA and Media instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving MTSS and other low performing students.	Student achievement and growth, as evidenced by common assessments, classroom data, and KSA.	On-going Lesson Plans, Formal/Informal Observations, Data notebooks, KSA results Principals and Teachers	No additional funding required
		D. Teachers in accountability grades will administer Science assessments in formats like KSA in	Student performance on KSA, as well as individual performance	8/22—5/23	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 33% to 39% in the area of Science, from 41% to 55% in the area of Social Studies, and from 46% to 58% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on KSAs and will teach students to use self-evaluation as a tool to enhance their test taking efficacy.	on formative and summative products and scrimmages	Data notebooks and Scrimmage Test results  Teachers	
	Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by classroom data, KSA, & data from Impact KY Survey	On-going  Student data notebooks, Formal/Informal Observations, and Google Classroom Content  Principals and teachers	No additional funding required
	Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with KY Academic Standards for Science. Science content will be taught in conjunction with other content	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and KSA.	8/22—5/23  Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, KSA results, Google Classroom Content  Teachers and Principals	No additional funding required

Goal 2: Increase the percentage of all students scoring at the Proficient/Distinguished level from 33% to 39% in the area of Science, from 41% to 55% in the area of Social Studies, and from 46% to 58% in the area of Writing, by 2025 as measured by the 2024-2025 KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2  Increase the percentage of all students scoring at the Proficient/Distinguished level in Social Studies by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	<p>A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.</p> <p>B. Teachers will use scrimmage tests in the area of Social Studies to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make decisions about remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.</p> <p>C. Teachers will collaborate with District Instructional Coaches, as well as with grade-level team members, teachers across grade levels, and Special Education instructors/interventionists to</p>	<p>Summative assessment measures, Common Assessments, KSA and classroom assessments</p> <p>Increase in social studies, as evidenced by scrimmage results, Common Assessments, KSA, and classroom assessments</p> <p>Growth in student data as provided by Common Assessments, classroom data, scrimmages, KSA, and classroom assessments</p>	<p>8/22—5/23</p> <p>PLC and SBDM Minutes</p> <p>Teachers, Principals, and SBDM Council</p> <p>8/22—5/23</p> <p>Lesson Plans and Formal/Informal Observations; Google Classroom</p> <p>Teachers and Principals</p>	<p>No additional funding required</p> <p>No additional funding required</p>



		analyze common assessments and will cooperate to make instructional decisions based on student performance data.			
Design, Align, and Deliver Support	A. Teachers will use BrainPOP, Teacher Created Materials, Study Island, IXL, Simple Solutions, and other print and digital resources to enhance instruction in Social Studies, increase student engagement, and provide more individualized instruction.	Summative assessment measures, Common Assessments, classroom data, and KSA, as well as digital program logs and diagnostic reports	8/22—5/23 Lesson Plans and Formal/Informal Observations; Google Classroom Content Teachers and Principals	No additional funding required	
	B. Teachers and principal will collaborate to design learning opportunities for all students to provide remediation and enrichment in Social Studies. The five themes of Social Studies will be embedded in other content areas.	Growth & achievement, as measured by Common Assessments, classroom data, and KSA	8/22—5/23 Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations, Google Classroom Content Teachers and Principals	No additional funding required	
	C. Classroom teachers will collaborate with Interventionists, Special Education instructors, VPA and Media instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students receiving MTSS and other low performing students.	Student achievement and growth, as evidenced by common assessments, classroom data, and KSA.	On-going Lesson Plans, Formal/Informal Observations, Data notebooks, KSA results Principals and Teachers	No additional funding required	
	D. Teachers in accountability grades will administer Social Studies	Student performance on KSA, as well as	8/22—5/23	No additional funding required	

		assessments in formats like KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on KSAs and will teach students to use self-evaluation as a tool to enhance their test taking efficacy.	individual performance on formative and summative products and scrimmages	Data notebooks and Scrimmage Test results  Teachers	
Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth, as evidenced by classroom data, KSA, & data from Impact KY Survey	On-going  Student data notebooks, Formal/Informal Observations, and Google Classroom Content  Principals and teachers	No additional funding required	
Design and Deploy Standards	A. Teachers in all grade levels will ensure that Social Studies is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with KY Academic Standards for Science and the new KY Academic Standards for Social Studies. Social Studies content will be taught in conjunction with other	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and KSA.	8/22—5/23  Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, KSA results, Google Classroom Content  Teachers and Principals	No additional funding required	

		content areas whenever possible to maximize exposure to content and to help students make connections.			
Objective 3  Increase the percentage of all students scoring at the Proficient/Distinguished level in Writing from 46% to 50% by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	<p>A. Teachers and SBDM council will analyze common assessment and classroom assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, supplement instructional materials, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with the SBDM council.</p> <p>B. Teachers will use scrimmage tests in Language Arts/Writing Mechanics and On-Demand Writing tasks to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify the need for supplemental resources.</p> <p>C. Teachers will collaborate with the District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.</p> <p>D. Students will track their progress in writing, will set growth goals for</p>	<p>Summative assessment measures, such as MAP Language, Common Assessments, KSA, and classroom assessments</p> <p>Increase in language mechanics and writing proficiency, as evidenced by scrimmage results, Common Assessments, MAP Assessment, KSA, and classroom assessments</p>	<p>8/22—5/23</p> <p>PLC and SBDM Minutes</p> <p>Teachers, Principals, and SBDM Council</p>	<p>No additional funding required</p> <p>No additional funding required</p> <p>No additional funding required</p>

		themselves, and will participate in writing activities that are specifically designed for their developmental-levels and interest levels. Students will be presented with on-demand tasks that address situations encountered in and/or important to middle school-aged students. These strategies will increase student engagement, self-efficacy, and motivation.	individual performance on formative and summative writing products and scrimmages	Data notebooks, Scrimmage Test Results, & Formal/Informal Observations  Teachers	
Design, Align, and Deliver Support	A. Teachers and the principals will collaborate to design learning opportunities for all students to provide remediation and enrichment in the area of Language Art/Writing Mechanics and On-Demand Writing. Writing tasks will be embedded in other content areas. KY Comprehensive Literacy activities will be used to integrate writing into other content areas.  B. Teachers will use Study Island, Google Classroom, Flocabulary, Read Works, Simple Solutions, and other print and digital resources to enhance instruction in Writing, increase student engagement, and provide more individualization. Writing tasks will be varied and will be designed to interest all students--male and female--by using age-relevant topics, current events, etc.	Growth & achievement, as measured by Common Assessments, classroom data, and KSA	8/22—5/23  Lesson Plans, PLC Meeting Minutes, Formal/Informal Observations, Google Classroom content  Teachers and Principals	No additional funding required	
		Summative assessment measures, Common Assessments, classroom data, and KSA, as well as digital program logs and diagnostic reports	8/22—5/23  Lesson Plans and Formal/Informal Observations; Google Classroom content  Teachers and Principals	No additional funding required	

	</				

	Design and Deploy Standards	A. Teachers in each grade level will ensure that Language Arts/Writing Mechanics and On-Demand Writing are being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with the Kentucky Academic Writing Standards along with the district writing plan. Students will be provided with differentiation to address their individualized needs. Teachers in each grade level will incorporate KY Comprehensive Literacy activities into writing activities and writing activities will be embedded in other content area activities to help students make connections.	Student achievement and growth, as evidenced by classroom data, common assessments, scrimmage results, and KSA.	8/22 –5/23 Lesson Plans, PLC minutes, Data notebooks, Formal/Informal observations, KSA results; Google Classroom content Teachers and Principals	No additional funding required
--	-----------------------------	---	---	---	--------------------------------

### 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
<b>Objective 1</b>  In reading, increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 51% to 54% and increase the percentage of students in the GAP groups identified as Economically Disadvantaged scoring at the P/D level from 42% to 47% by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	A. Universal screeners will be used to identify students at-risk in reading and language arts/mechanics in order to place students in Gear-Up and Title I groups, to plan for instructional differentiation, and to identify students in need of MTSS.	Student growth, as evidenced by MAP results.  Gear-Up & Title I schedules, classroom data	9/22—5/23  progress reports and data sheets for students receiving services  Principals and Teachers	No additional funding required
		B. Students identified as at-risk in reading, math, and/or language will be screened using AimsWeb to determine the level of need for RTI, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP & AIMS Web measures and data provided through progress monitoring	On-going  progress monitoring data  Teachers	No additional funding required
		C. Teachers will collaborate with Gear-Up, Title I, and Special Education instructors to analyze student data results and will cooperate to make	Growth in student data as provided by MAP, AIMS Web, common assessments,	9/22—5/23  PLC minutes and progress monitoring data	No additional funding required



Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support		instructional and placement decisions.	classroom data, and KSA	Teachers and Principals	
			A. Title I and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III MTSS services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, AIMS Web, common assessments, classroom data, and KSA	On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Google Classroom content  Principals and Teachers	No additional funding required
			B. Teachers will collaborate with their peers, instructional leaders, and district instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web, common assessments, classroom data, and KSA	On-going lesson plans, PLC minutes, formal/informal observations, and Google Classroom content  Principals and Teachers	No additional funding required
			C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Read Theory, Flocabulary, Google Classroom, Simple Solutions, and other print and digital programs will be utilized across content areas and grade levels as	Student achievement and growth, as evidenced by MAP, KSA, and digital programming logs and diagnostic reports	On-going lesson plans, formal/informal observations, and digital content logs and diagnostic reports  Teachers and Principals	Instructional Funds \$20,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		remediation, enrichment, and to extend learning.			
		D. 21st Century program staff will collaborate with classroom teachers, Gear-Up, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school and summer programs.	Student achievement and growth, as evidenced by MAP, common assessments, classroom data, and KSA	On-going MAP, KSA results, and lesson plans Teachers, Principals, and Gear-Up Staff	21st Century funds \$15,000
		E. Family Resource Center staff and Cumberland River Comprehensive Care counselors will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities, will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth, as evidenced by MAP, and KSA; data from Impact KY Survey	On-going survey results and sign-in sheets for 21st Century, FRC, and school events Principals, Teachers, FRC Staff, CRCC	No additional funding required
	Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own	Student achievement and growth, as evidenced by MAP,	On-going	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	and KSA; data from Impact KY Survey	student data notebooks, formal/informal observations, and Google Classroom content  Teachers and Principals	
<b>Objective 2</b>  In math, increase the percentage of students in the GAP group identified as Students with Disabilities scoring at the Proficient/Distinguished level from 61% to 64% and the percentage of students in the GAP group identified as Economically Disadvantaged scoring at the P/D level from 38% to 43% by 2023 as measured by the 2022-2023 KSA.	Review, Analyze, and Apply Data	<p>A. Universal screeners will be used to identify students at-risk in math in order to place students in math intervention groups through Gear-Up and Flex Classes to plan for instructional differentiation</p> <p>During times of remote learning, teacher observation and classroom data may be used in lieu of formal assessment measures.</p> <p>B. Students identified as at-risk in math will be screened using Aims Web to determine the level of need for MTS, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact</p>	<p>Student growth, as evidenced by MAP, KSA results, and classroom assessments</p> <p>Gear-Up &amp; Title I schedules</p> <p>Student growth, as evidenced by MAP &amp; AIMS Web measures and data provided through progress monitoring</p>	<p>9/22—5/23</p> <p>progress reports and data sheets for students receiving services</p> <p>Teachers and Principals</p> <p>On-going progress monitoring data</p> <p>Teachers and Principals</p>	<p>No additional funding required</p> <p>No additional funding required</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align, and Deliver Support	achievement will be monitored using Review 360.			
		C. Teachers will collaborate with Title I, Gear-Up, and Special Education instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web, common assessments, classroom data, and KSA	9/22—5/23 PLC minutes and progress monitoring data Teachers and Principals	No additional funding required
		A. Title I, Gear-Up, and Special Education instructors will collaborate with classroom teachers and each other to provide small-group instruction, one-on-one instruction, and in-class collaboration. Tier II and Tier III MTSS will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, AIMS Web, common assessments, classroom data, and KSA	On-going lesson plans, student data notebooks teacher schedules, formal/informal observations, and Google Classroom content Teachers and Principals	No additional funding required
		B. Teachers will collaborate with their peers, instructional leaders, district instructional coaches to employ research-driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, AIMS Web, common assessments, classroom data, and KSA	On-going lesson plans, PLC minutes, formal/informal observations, and Google Classroom content Teachers and Principals	No additional funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Flocabulary, Common Core Sheets, Google Classroom, BrainPOP, Think Central, Simple Solutions, and other digital programs will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth, as evidenced by MAP, KSA, common assessments, classroom data, and digital programming logs and diagnostic reports	8/22—5/23 lesson plans, formal/informal observations, Google Classroom content, and digital content logs and diagnostic reports Teachers and Principals	Instructional funds \$20,000	
		D. 21st Century staff will collaborate with classroom teachers, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students during after-school tutoring.	Student achievement and growth, as evidenced by MAP, KSA, common assessments, classroom data	On-going assessment data from universal screeners, formative and summative assessments, and lesson plans Teachers, Principals, and 21st Century Staff	21st Century funds \$6,000	
		E. Family Resource Center staff and Cumberland River Comprehensive Care counselors will collaborate with teachers, parents, and the community to provide services to reduce barriers to learning and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted	Student achievement and growth, as evidenced by MAP, KSA, common assessments, classroom data, and Impact KY Survey	8/22—5/23 survey results, assessment results, and sign-in sheets for 21st Century, FRC, and school events Teachers, Principals, & FRC staff	No additional funding required	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.				

## 4: English Learner Progress

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

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

## 5: Quality of School Climate and Safety

Goal 5: Increase the Climate Index Score of 73.1 to 76.1 and increase the Safety Index Score from 65.4 to 71 by 2025, as measured by the 2024-2025 Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Climate Index Score from 73.1 to 74.1 as measured by the 2022-2023 Quality of School Climate and Safety Survey.	Establishing Learning Culture and Environment	School staff will help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths, including self-control, perspective taking, conflict resolution, etc., to help them behave responsibly.	Lesson Plans, Google Classroom content, Principal observation, and reduction of office referrals for misconduct	On-going Teachers & Principals	No additional funding required
		Teachers will engage students in the development of a classroom mission/vision statement as the premise for how students will interact with each other and perform their best work.	Lesson Plans, Google Classroom content, Principal observation and reduction of office referrals for misconduct	On-going Teachers and Principals	No additional funding required
		School staff will ensure opportunities for character development through mini-lessons, character-building exercises and scenarios, and programs such as Breaktime.	Lesson Plans, Google Classroom content, Principal observation, and reduction of office referrals for misconduct	On-going Teachers and Principals	No additional funding required
		Teachers will use surveys to evaluate the success of character education programs and materials and to monitor student perceptions of the classroom/school climate.	Lesson Plans, Google Classroom content, Survey results, PLC Minutes, and results of QSCSS	On-going Teachers and Principals	No additional funding required
Objective 2	Establishing Learning Culture and Environment	Teachers will engage students in character-building experiences within the classroom to ensure an	Lesson Plans, Google Classroom content, Principal observation,	On-going Teachers and Principals	No additional funding required



Goal 5: Increase the Climate Index Score of 73.1 to 76.1 and increase the Safety Index Score from 65.4 to 71 by 2025, as measured by the 2024-2025 Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Safety Index Score from 65.4 to 67 as measured by the 2022-2023 Quality of School Climate and Safety Survey.		all-encompassing culture of character.	and reduction of office referrals for misconduct		
		School staff will help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths, such as self-control, perspective taking, conflict resolution, etc., to help them act responsibly in the academic setting.	Lesson Plans, Google Classroom content, Principal observation, and reduction of office referrals for misconduct	On-going Teachers and Principals	No additional funding required
		School staff will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop character, and helps all students to be successful.	Lesson Plans, Google Classroom content, Curriculum Maps, Grade-level Learning Goals, ILPs, IEPs, 504 Plans, and Principal observation	On-going Teachers and Principals	No additional funding required
		School staff will promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation.	Lesson Plans, Google Classroom content, Principal observation, and Survey results	On-going Teachers and Principals	No additional funding required
		School staff will communicate with and support parents/families in order to address barriers to learning and work together to help students build character and resolve conflict and/or negative	Communication logs, Open-House, Spotlight on Students sign-in sheets, FRC events schedule and sign-in	On-going Teachers, Principals, FRC Staff	No additional funding required

Goal 5: Increase the Climate Index Score of 73.1 to 76.1 and increase the Safety Index Score from 65.4 to 71 by 2025, as measured by the 2024-2025 Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		perspectives of the school environment.	sheets, and results of QSCSS		
		Teachers will use surveys to monitor student perceptions of the classroom/school environment.	Teacher-made Survey results and results of QSCSS	On-going Teachers and Principals	No additional funding required

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

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

<p><b>Components of Turnaround Leadership Development and Support:</b></p> <p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p>
<p><b>Identification of Critical Resources Inequities:</b></p> <p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p> <p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p> <p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b></p>
<p><b>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.</b></p>

**TSI/ATSI Evidence-based Practices**

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

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

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

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



## Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . 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 Middle School**  
**Patrick Conlin**  
351 Blvd 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?

We, the staff and parents of Whitley County Middle School, believe that all students can learn and acknowledge that it is we who control the conditions for success. We accept the responsibility of ensuring that all students, regardless of gender, race, creed, color, or economic status, acquire the essential skills, knowledge, and attitudes that will enable them to function as contributing members of a rapidly changing society. We believe all students as individuals can learn and should be given opportunities to develop to their full potential in an environment conducive to the attainment of academic experience, and we believe a developmentally appropriate curriculum is necessary for students to develop essential academic

---

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

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

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

1. Narrowing the achievement gap between sociology-economic groups (free/reduced) in math through implementation of research-based strategies to fully engage all students in active learning.

2. Reversing the declining trend in students scoring at the Proficient/Distinguished levels in Science through study of and full implementation of new standards utilizing all of our resources.

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

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

4a. For the first 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.

For our long-term goal, we want to eliminate the gap between students receiving free/reduced lunch and other students' achievements in math, as evidenced by the percentage of students scoring at each achievement level on the KSA assessment. For our short-term goal, we need to reduce the gap between the groups' achievements in math. The achievement gap between these groups in math is a trend that concerns us. In 2018, our free/reduced lunch students scored 3.4% lower than all students. In 2019, our free/reduced lunch students scored 4.8% lower than all students then again in 2020-21, In 2022-23, our free/reduced students scored

---

lower than all other students. Our goal is to decrease our free/reduced lunch students by 2%.

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

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

4c. 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.)

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

4d. 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.**

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

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

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

4f. What **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.)

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

4g. What **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.

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

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.

For our long-term goal, we plan to increase the percentage of students scoring at the Proficient/Distinguished level by 10% as evidenced by the 2022--2023 KSA assessment. This will require teachers at all grade levels to develop an extensive understanding of the Science standards, as well as locating and/or developing resources to be used in teaching the standards. For our short-term goal, we plan to increase the percentage of students scoring the Proficient/Distinguished level by 5% as evidenced by the results of the 2020-2021 KSA assessment. To accomplish this,

teachers will need to continue to study the standards, find and/or develop new resources to teach the new standards, share teaching resources and strategies, and use assessment tools to ensure the activities and resources are aligned to and effectively teaching the standards.

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

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

5c. 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.)

Student work samples will be gathered and shared, Common assessments will be analyzed, MAP Tests will show individual growth

Teachers will gather and analyze data then meet with administration to examine data.

Data will be analyzed bi-weekly.

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.**

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



---

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

Regular classroom teachers in all grade levels would be the primary audience for Science standards professional development; however, it would be useful for special education teachers, the library media specialist, and the Encore teachers, as those teachers often collaborate with regular classroom teachers to teach across grade levels and content areas.

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.)

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

5g. What **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.

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

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