2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 12/18/2023

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2023-2024 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 2023-24 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

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Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

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

Please enter your name and date below to certify.
        Susan Brashear - August 21, 2023

2023-2024 Phase One: School Safety Report

2023-2024 Phase One: School Safety Report

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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2023-2024 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. July 2023

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

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
   Yes. August 8, 2023

9. During the first 30 instructional days of the <u>current</u> 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 <u>prior</u> 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)

2023-2024 Phase One: Executive Summary for Schools

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
Williamsburg, Kentucky, 40769
United States of America

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Whitley Central Intermediate School

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

See attachment below.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

See attachment below.

ATTACHMENTS

Attachment Name

📄 School Stakeholders

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

See attachment below.

ATTACHMENTS

Attachment Name

📄 School's Purpose

Notable Achievements and Areas of Improvement

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

See attachment below.

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Whitley Central Intermediate School

<u>ATTACHMENTS</u>

Attachment Name

📄 Notable Achievements and Areas of Improvement

Additional Information

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

N/A

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Whitley Central Intermediate School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Description of the School	Description of the school describes the school's size, community, location, and changes it has experienced in the last three years. It includes demographic information about the students, staff, and community at large.	•
📄 Notable Achievements and Areas of Improvement	This is a description of the school's notable achievements and areas of improvement in the last three years. Additionally, it describes areas for improvement that the school is striving to achieve in the next three years.	•
📄 School Stakeholders		•
📄 School's Purpose		•

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 Central Intermediate School is located on the main campus off 25W in Williamsburg near the Goldbug Community, which resides in Whitley County. Whitley Central Intermediate School was established in 2003. Williamsburg is located 15 miles from the Tennessee state line. According to the 2022 United States Census Bureau Whitley County has a population of approximately 36,873 people. It is 96.7% white, 1.0% black, 0.1% Native American, 0.5% Asian, Hawaiian .01%, and 1.8% Hispanic. The median household income is $41,817 - well below the state average of $55,454. Of the county's population, 27.6% is below the poverty level. This is much higher than the 16.5% state average. 72.3% of our students are economically disadvantaged. The Intermediate School services approximately 453 students in grades 3-6. 24.9% of the students qualify for some type of special education service.

The students are served by 34 FTE educators, which includes a librarian, 6 special education teachers, two FMD teachers, a physical education teacher, one RTA teacher, one MIT teacher, one Title I math teacher, one Title I reading teacher, and an arts and humanities teacher. The students are also served by one principal, a speech/language pathologist, a family resource director, a school nurse, two counselors, two office clerks, seven cooks, and four custodians. Whitley Central Intermediate School is governed by a School Based Decision-Making Council.

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

Whitley Central Intermediate is continually looking for ways to get involved in community events and activities. Our students and staff actively participate yearly in events such as the Saint Jude's Math-A-Thon, Wounded Warrior Project, Veterans' Day Breakfast, monthly Family Math and Reading Nights, and community sponsored events such as Old Fashion Trading Days where our fifth-grade students participate in a patriotic performance, and Kayaking for Kids. Our teachers and students often invite community members to classrooms to share information. Participants include business owners, first responders, local college athletes, and local health department to share information about careers for career fair, emergency preparedness, and hygiene information.

Executive Summary for Schools
Notable Achievements and Areas of Improvement

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

Notable Achievements – Whitley Central Intermediate School

Compared to scores from 2021-2022, preliminary data for the 2022-2023 school year indicates that scores increased in math in fifth and sixth grades. Scores also increased in fourth grade science, and in fifth grade social studies and writing. We were also able to keep the percentage of students scoring novice low. Going forward we always continue to intentionally plan to concentrate our efforts on increasing the percentages of proficient and distinguished and decreasing the percentage of novice in all subject areas.

2020-2021 KPREP Proficiency Data

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

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

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

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

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

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

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

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

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

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

2021-2022 KSA Proficiency Data

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

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

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

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

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

49% of 5th grade students scored proficient or distinguished in math.

50% of 6th grade students scored proficient or distinguished in reading.

49% of 6th grade students scored proficient or distinguished in math.

2022-2023 KSA Proficiency Data

57.8% of 3rd grade students scored proficient or distinguished in reading.

53% of 3rd grade students scored proficient or distinguished in math.

67% of 4th grade students scored proficient or distinguished in reading.

70.2% of 4th grade students scored proficient or distinguished in math.

61% of 5th grade students scored proficient or distinguished in reading.

58.5% of 5th grade students scored proficient or distinguished in math.

79.6% of 6th grade students scored proficient or distinguished in reading.

54.7% of 6th grade students scored proficient or distinguished in math.

2020-2021 KPREP Novice Data

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

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

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

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

2021-2022 KSA Novice Data

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

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

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

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

2022-2023 KSA Novice Data

Third Grade – 11% of students scored novice in reading and 9% in math.

Fourth Grade – 7% of students scored novice in reading and 7% in math.

Fifth Grade – 12% of students scored novice in reading and 11% in math.

Sixth Grade – 2% of students scored novice in reading and 20% in math.

Notable Achievements – Whitley Central Primary School

In the last three years, Whitley Central Primary School has made several important achievements in multiple areas.

For the 2022-2023 academic year, we are also particularly proud of our IOWA Achievement Test scores.

- Kindergarten's grade equivalent was above grade level on ELA 1.2, Math 1.3, Core Composite 1.3.
- 1st grade's grade equivalent was above grade level on ELA 2.3, Math 2.3, Core Composite 2.4.
- 2nd grade's grade equivalent was above grade level on ELA 3.5, Math 3.5, Core Composite 3.6.

Another notable achievement for WCP was our Brigance Kindergarten Readiness Screener. 38% of students were ready.

The AR Point Club t-shirt incentive program inspired students to surpass their yearly AR goal. We had two students that were the District Top AR Point Earners in their grade level (first grade and second grade). We are proud to say that Whitley Central Primary has the top point earner in the district wide for all grades. This student earned 428.4 total points, 96% average correct, 2.1 average book level difficulty. We had several students join the 300-point AR club and two students join the 400-point AR Club. We hope this incentive fosters a love of reading and inspires the students to become life-long learners.

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

During the 2022-2023 school year we monitored student progress and deployed strategies that would allow us to increase our proficiency levels and decrease novice percentages in reading and math. We will continue to allocate intentional focus on growth in reading, math, science, social studies, and writing progress. We were intentional about identifying students who did not make growth in reading and math and created plans that provided intervention for those students to ensure that we did everything possible to help those students achieve growth. We

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

As we embarked upon the new school year, were presented with the challenge of closing an even larger achievement gap than before. Despite our efforts, we did see a decrease in the percentage of students who scored proficient/distinguished in reading on the 2022-2023 Kentucky Summative Assessment.   We will continue to strive to create and deliver instruction in a way that will continually promote increasing proficiency levels and decrease the number of students who may score novice and apprentice.

Teachers will attend training to help develop strategies to use in the classrooms to improve in these areas.   Instructional coaches will continue to provide individual teachers with one-to-one assistance working on identified instructional needs. This is an improvement model based on the belief that teachers, given an opportunity, can diagnose their own teaching and identify ways to strengthen their work. Coaches help teachers identify the focus and then work with them to reflect on and improve their practice. Coaching can serve as a school-wide school improvement strategy. Because its focus is on the core work of teaching, it supports a culture of collaboration promoting efficacy and growth in both teachers and students.

Our school recognizes various areas of improvement according to our data. To improve in the area of reading our teachers will work with the reading intervention teacher, the Title I reading teacher, incorporate IXL language, Study Island reading, 180 Days of Writing, Amira, and Epic. These resources allow our teachers to differentiate instruction so it will be designed to meet students' individual reading needs. We use data from common assessments to assist teachers in Item Analysis on the Student Performance page. Teachers will use this data to drive their classroom instruction.

WCIS and WCCP teachers continue literacy professional development through the Kentucky Comprehensive Literacy Grant (KyCL). This grant provides literacy training through evidence-based professional learning with topics such as: dialogic reading, interactive read-alouds, alphabet knowledge, universal design for learning, literacy-rich learning environments, phonological and phonemic awareness, writing, and family literacy. It also trains teachers on how to use structured literacy instructional practices to support reading, writing, speaking, and reasoning in the classroom. Teachers participating in this training receive resources that instruct on topics that include explicit sound instruction, structuring small and large groups, multi-sensory tools, navigating the English language, orthographic mapping (moving from short-term to long-term memory), blending interventions, and assessment practices.

Intermediate training offers evidence-based strategies to engage students in reading, writing, reasoning, and communicating across disciplines. The resources that teachers receive focus on language structure, vocabulary, comprehension, and the reading-writing connections. Teachers learn how to bridge foundational reading skills to discipline specific literacy with strategies aimed at building the skill, will, and thrill of reading and writing. Teachers are trained on a variety of topics which include reading and writing in the disciplines, vocabulary and

morphology, comprehension strategies, text structure, writing strategies across the discipline, collaborative reasoning, and inquiry strategies.

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

To get the most out of our Professional Learning Community Meetings (PLC) and with the help of team leaders, we created a PLC agenda that would give access to all PLC minutes to all teachers. Each group of grade level teachers are asked to choose a math and/or reading, social studies, or writing standard they would soon be teaching. The process begins by breaking down the standard, ensuring its meaning and purpose. After this discussion, each teacher explains his/her chosen strategy and how he/she will use it. Each grade level team is asked to identify what a student should be able to do for each standard at the levels of approaching mastery, mastery, and exceeding mastery. Each team member also discusses what types of formative and summative assessments will be used to assess the standard. After the standard is taught the teachers, each bring back student work that demonstrates students' levels of mastery. The group analyzes the student work and has discussions concerning what needs to be changed or what could be improved during instruction and implementation of the standard. If students do not reach the mastery level, plans are made for more practice or instruction for those students.

District level content coaches also work with teachers to adjust the curriculum to target areas of need. 5th grade students will participate in On-Demand scrimmages, and teachers provide feedback from scrimmage results and then use the data to drive instruction during writing lessons.

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

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

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

Various areas of concerns & improvement plans: Whitley Central Primary

The IOWA Achievement Test, Kindergarten decreased in grade equivalent of -0.2 in ELA, -0.1 Math, and -0.1 Core Composite from 2022. First Grade decreased in grade equivalent of -0.1 in ELA, -0.2 Math, and -0.2 Complete Composite from 2022. All grades K-2 have scored above grade equivalent for the last 3 years.

On the Brigance K-Screen, students ready has decreased 62 ready with interventions in 2022 is (-10.1) higher than 51.9 in 2021. 38 ready in 2022 is (-10.1) lower than 48.1 ready in 2021.

Our school will continue to increase readiness by informing parents of the readiness standards by sending information periodically throughout the school year. Teachers will continue to focus on readiness skills in the classroom (alphabet, counting, sorting, personal information, body parts, math skills, conflict resolution, gross motor). We'll continue to partner with Save the Children to provide kindergarten readiness summer kits to all students.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Ashley Cureton

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, John Crisologo

21st Century Coordinator, Cathy Chaffman

Math Intervention Teacher, Savannah Partin

Title I Math Teacher – Elizabeth Kidd

Reading Intervention Teacher, Jennifer Meadors

Title I Reading Teacher - Angela McCullah

WCIS School-Based Decision-Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Leann Brown (parent), Bobby Gibbs (parent)

WCIS PTO, President Kellie Clemens, Treasure Deonda Brown

Whitley Central Primary Principal, Brandon Anderson

 2nd Grade Lead Teacher, Veronica McQueary

1st Grade Lead Teacher, Amber McKiddy

Kindergarten Lead Teacher, Becky Dingess

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Tina Sutton (WCP)

21st Century Coordinator, Stephanie Jones

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Dana Davis & Linda Watson

Reading Intervention Teacher, Jennifer Meadors (WCIS)

WC Primary PTO, President Samantha Young, Treasure Tracie Trett

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

All the stakeholders listed play a vital role in ensuring that all students have what they need to be successful. The classroom teachers, intervention teachers, Save the Children, and 21st Century Programs provide instruction, intervention, and enrichment based on student needs and ability levels.

The Family Resource Team strives to assist academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning by providing vital programs, services and referrals to students and their families. These partnerships are critical in efforts on behalf of students.

Our School Based Decision-Making Members assist in improvement planning by analyzing curriculum, instruction, and assessment. They collaborate in the decision-making process for schedules, staffing, and maintaining safe facilities. They also assist with improvement planning and budgets, and responsibilities for operating procedures.

Our district collaborates with several cooperatives and leadership initiatives that provide leadership support. The Elgin Leadership Group provides support and resources to administrators in our district. The group provides mentors for all administrators who participate. We meet monthly as a group and the mentors meet with their assigned administrators periodically during the month to provide support or resources with things such as data disaggregation, calculating index scores, goal setting, test prep, etc. We also partner

with Southeast Sout-Central Cooperative (SESC) for the Deeper Learning Initiative on Student Engagement and Green River Regional Educational Cooperative (GRREC) for literacy.

Executive Summary for Schools

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.

School's Purpose

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

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

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

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

academic programs during non-school hours. Both STC and 21st Century programs assist students in meeting state standards in core academic subjects, i.e., reading and mathematics, all the while offering support to families.

The school has incorporated Chromebooks 1:1 in daily instruction as tools during whole group and small group instruction and to access educational programs available to our students. Furthermore, all teachers including homeroom, special education, physical education, science lab, fine arts, as well as a media specialist and interventionists, can utilize the chromebooks as an additional resource to enhance instruction and learning.

2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Whitley Central Intermediate School
Susan Brashear
2940 N Highway 25 W
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Whitley Central Intermediate School

2023-24 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

See attachment below.

Review of Previous Plan

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

See attachment below.

Trends

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

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Example of Trends

• The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
     See attachment below.

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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
     See attachment below.

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

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

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

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Strengths/Leverages

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

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

See attachment below.

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
   ATTACHMENTS

Attachment Name

📄 WCIS Key Elements Chart

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

See attachment below.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Current State		•
📄 Key Elements Chart		•
📄 Priorities/Concerns		•
📄 Protocol		•
📄 Question 8		•
📄 Review of Previous Plan		•
📄 Strengths/Leverages		•
📄 Trends		•
📄 WCIS Key Elements Chart		• 7

Current State – Academic

2018-2019 KPREP Proficiency Data

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

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

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

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

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

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

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

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

2018-2019 KPREP Novice Data

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

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

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

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

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

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

2020-2021 KPREP Proficiency Data

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

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

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

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

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

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

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

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

2020-2021 KPREP Novice Data

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

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

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

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

2021-2022 KSA Proficiency Data

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

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

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

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

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

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

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

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

2021-2022 KSA Novice Data

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

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

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

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

2022-2023 KSA Proficiency Data

58% of 3rd grade students scored proficient or distinguished in reading.

53% of 3rd grade students scored proficient or distinguished in math

63% of 4th grade students scored proficient or distinguished in reading.

72% of 4th grade students scored proficient or distinguished in math.

61% of 5th grade students scored proficient or distinguished in reading.

49% of 5th grade students scored proficient or distinguished in math.

71% of 6th grade students scored proficient or distinguished in reading.

57% of 6th grade students scored proficient or distinguished in math.

2022-2023 KSA Novice Data

Third Grade – 14% of students scored novice in reading and12 % in math.

Fourth Grade – 6% of students scored novice in reading and 6% in math.

Fifth Grade – 12% of students scored novice in reading and 11% in math.

Sixth Grade –2% of students scored novice in reading and 20% in math.

Current State - Non-Academic

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

- The student population who qualify for free and reduced lunch receive the same quality education instruction and opportunities of those students who exceed the income guidelines. For the 2022-2023 school year 74.10% of the students at Whitley Central Intermediate School were listed as Economically Disadvantaged. Additional enrichment opportunities are offered through the Save the Children Program, Gifted and Talented services, 21st Century, and morning tutoring sessions. Often teachers, administration, and even parents refer students to participate in the after school and morning tutoring sessions. 11.69% qualified for gifted and talented services, 8.7% were listed as homeless, and 24.4% qualified for special education services.

- Attendance plays a vital role in student performance. We intentionally focus on student attendance and the importance for students to be in school as much as possible. We are now gradually building our attendance rate back closer to normal after Covid. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers, attendance clerk, and principal make personalized phone calls daily to each student who is absent. These contacts allow us to communicate with parents/guardians regarding assignments, lessons, projects, etc. Now that our district has supplied chrome books for all students in our district, our teachers and students can communicate via zoom and google classroom. This allows students who may be out due to illness to have access to their teacher and in many situations allows instruction and learning to continue while the students are absent. While we do not offer a virtual avenue to instruction in grades K-6, when absent these resources do allow our students to access to their teacher and instructional resources. These interactions help bridge the instructional gap accompanied with absences. Additionally, the District's Director of Pupil Personnel (DPP) and our school's Family Resource personnel make home visits to students with attendance concerns.

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

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

2017-2018 - 127

2018-2019 – 132

2019-2020 – 57

2020-2021 – 03

2021-2022 – 99

2022-2023 - 89

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes – explained in question 8.	During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and it expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and	No	In addition to regular classroom instruction, the students will have the opportunity to utilize morning and afternoon tutoring/homework help provided through 21st Century. This allows students the opportunity to receive homework help 4 mornings each week for 30 minutes before school. Students receive one on one assistance for help with homework. Students will also be offered support after school through our 21st Century

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
social-emotional competencies that are aligned to Kentucky Academic Standards and current research?		and Save the Children Reading programs. Students receive additional support and reinforcement in math and reading after school from 2:30-5:00 PM. We will also implement instructional and technology strategies in the classrooms through direct instruction and the utilization of various resources such as Chromebook, Google Classroom, Spelling City, Choice Boards, Edpuzzle, Epic Online Library, Fllipgrid, Go Math/Think Central, Google Classsroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, and Prodigy. Teachers will also utilize resources and training provided by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency. Teachers will create, review, and edit students' learning plans throughout the year to ensure student growth. Our teachers will utilize resources such as Mystery Science, a resource purchased for 3rd - 6th grade to support and enhance student learning in science. Also, our science lab teacher will participate in intentional training and design specific lessons to support science curriculum in grades 3-6. Science and social studies lessons will be taught with fidelity and rigor in grades 3-6. Teachers will implement social studies and science resources such as IXL, Simple Solutions, and 180 Days of Science and Social Studies. Teachers will also implement ReadWorks resources and novels to teach comprehension in social studies and science. District Curriculum Writing Instructional Coach will also be utilized to come to the school throughout the year to work with fourth/fifth grade students and teachers to help increase writing proficiency.

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	No	During weekly Professional Learning Community (PLC) meetings by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This helps us identify overall school trends and greater areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities. We analyze MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data is used to continually spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we create and focus instruction to target those areas. We use a variety of information to support educational decision making. During PLC meetings we analyze student work and a variety of formative assessments. The group analyzes the student work and has discussions concerning what needs to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard. Additionally, we use district benchmark assessments, district curriculum summative assessments, MAP, and KSA data to drive instructional decision making. We house weekly PLC meetings minutes in a Google Document so we can share and review notes, ensuring we have attended to all needs documented. These minutes allow us to document our intentions and provide us with a starting point for each future meeting. The principal meets periodically one on one with teachers to create a list of students in the lower range areas, specific struggles or challenges students may face, and/or teacher concerns. Also, during this one-on-one meeting, we discuss

Key Elements	Is this an area of focus? Yes/No	Specific **Processes, Practices or Conditions Identified** for Focus
		strategies that teachers feel are most beneficial and discuss any barriers they feel may be hindering student progress or success. We monitor this list of students to ensure they are making progress and not falling back. District curriculum support staff are scheduled to meet with teachers on a regular basis to discuss strategies, scores, and needed resources throughout the school year.
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	No	During weekly Professional Learning Community (PLC) meetings by examining the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This helps us identify overall school trends and greater areas of need that relate to standards or objectives. Lead teachers are essential to this process because they know the subject areas and the teachers' responsibilities. We analyze MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data is used to continually spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we create and focus instruction to target those areas.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	No	To ensure continuous improvement and data-based decision making occurs at all levels multiple stakeholders are involved. Teachers, staff members, and parents have a voice through PLC meetings, staff meetings, School Based Decision-Making meetings, and SBDM Teacher and Parent nominations and voting. To ensure equitable access to rigorous academic curriculum our teachers monitor all students' achievement to provide tutoring, reteaching, advanced coursework, or gifted and talented services for all learners. These services are provided through direct instruction in the classroom,

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		reading and math intervention classes, Save the Children reading and math programs, and through the 21st Century After School Program. To provide support for students' behavioral, social-emotional, and academic needs, students have access to two full time counselors in the school as well as all certified, highly qualified classroom and specialty area teachers. The principal, teachers, counselors, and Family Resource Coordinator all work together to provide programs on topics such as Anti-Vaping, Character Education, Suicide Prevention, and Drug Prevention. Our Counselors host an after-school program and summer program that supports students by focusing on positive mental health. Our school also has a First Priority Club and hosts a Kindness Week each year in which students and staff participate in random acts of kindness all week.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	No	To provide a learning environment to students that is inclusive and accessible for all students and encourages learning and continued growth, our school will provide opportunities for students and staff to connect. Students will be offered opportunities to join our after-school programs that will help meet the social needs of students as well as academic. Students will be greeted each morning as we call them by name and make conversation with them. Students will be provided with opportunities to join sports and academic teams. Our school maintains two full-time counselors who provide counseling services as well as a Bucket Filler Club after school that focuses on positive mental health. To ensure students' growth and well-being are the primary focus of the school, the principal will conduct observations/walkthroughs, periodically recognize students' accomplishment or participation on intercom and school Facebook page. Office personnel, teachers, and principal will make daily attendance calls when students are absent.

Needs Assessment: Priorities and Concerns

For the 2022-2023 school year we monitored student progress and deployed strategies that would allow us to maintain our proficiency levels and decrease novice percentages in reading and math. We allocated more intentional focus on growth in reading and math while also continuing to offer rigorous instruction in science and writing. We were intentional about identifying students who had vast learning gaps in reading and math and monitored those students to ensure that students were on track to achieve growth.

2022-2023 KSA Proficiency Data

58% of 3rd grade students scored **proficient or distinguished in reading.**

53% of 3rd grade students scored **proficient or distinguished in math.**

63% of 4th grade students scored **proficient or distinguished in reading.**

72% of 4th grade students scored **proficient or distinguished in math.**

60% of 4th grade students scored **proficient or distinguished in science.**

61% of 5th grade students scored **proficient or distinguished in reading.**

49% of 5th grade students scored **proficient or distinguished in math.**

56% of 5th grade students scored **proficient or distinguished in combined writing**.

53% of 5th grade students scored **proficient or distinguished in social studies.**

71% of 6th grade students scored **proficient or distinguished in reading.**

57% of 6th grade students scored **proficient or distinguished in math.**

2022-2023 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 12% in math.

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

Fifth Grade – 12% of students scored novice in reading, 11% in math, 9% in combined writing, and 19% in social studies.

Sixth Grade – 2% of students scored novice in reading and 20% in math.

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

Based on the 2022-2023 KSA data we saw significant increases in proficiency and decreases in novice in the areas of science, social studies, and combined writing.

We saw a slight increase in proficiency in reading and a slight decrease in math proficiency. We did see a significant decrease in students scoring novice in reading and a slight decrease in students scoring novice in math.

Because we did see adequate improvement in science, social studies, and combined writing, we will make minor adjustments to our plan from last year and continue with the same structure in last year's Goal Builder. Since there was not as much growth in reading and math proficiency, we will revise our plans and strategies to promote more growth in proficiency for reading and math.

Needs Assessment - Protocol

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

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

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

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

this overall analysis further to include specific instructional practices that could be put in place daily in their classrooms. The final step is discussing the information and the listing of "Major Take Aways" from the overall data analysis session.

Stakeholders

Whitley Central Intermediate Principal, Susan Brashear

Whitley Central Intermediate 3rd Grade Lead Teacher, Cathy Chaffman

Whitley Central Intermediate 4th Grade Lead Teacher, Ashley Cureton

Whitley Central Intermediate 5th Grade Lead Teacher, Crystal Lyttle

Whitley Central Intermediate 6th Grade Lead Teacher, Kim Lake

Whitley Central Intermediate School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save the Children Site Coordinator, John Crisologo

Math Intervention Teacher, Savannah Partin

Reading Intervention Teacher, Jennifer Meadors

Title I Math Teacher – Elizabeth Kidd

Title I Reading Teacher - Angela McCullah

WCIS School-Based Decision-Making Council Members: Cindy Moses (teacher), Elizabeth Kidd (teacher), Bryan Stewart (teacher), Bobby Gibbs (parent), Leann Lawson (parent)

WCIS PTO, President Kellie Clemens, Treasure Rebecca Jarboe

Whitley Central Primary School Principal, Brandon Anderson

2nd Grade Lead Teacher, Veronica McQueary

1st Grade Lead Teacher, Amber McKiddy

Kindergarten Lead Teacher, Becky Dingess

Whitley Central Primary School Teachers

Family Resource Center Director, Angie Baker

Family Resource Center Assistant, Debbie Crusenberry

Family Resource Advisory Council

Save The Children Site Coordinator, Tina Sutton (WCP)

21st Century Coordinator, Stephanie Jones

Math Intervention Teacher, Stacey Prakash

Reading Recovery Teachers, Dana Davis & Linda Watson

WC Primary PTO, President Samantha Young, Treasure Tracie Trett

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

Question 8:
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 desires changes.

Answer: We will concentrate our efforts on the process and practice below. The teachers and I both feel that since beginning this process, it has helped us all understand the standards better and required us to develop a better understanding of what each student should be able to accomplish at varying levels of mastery for each standard. By doing this it has helped us design instruction that offers students more rigorous opportunities to learn content at varying ability levels. By planning ahead together for the teaching and assessment of each standard, it allows us to be more intentional with our planning and delivery of instruction. This process also allows everyone involved the opportunity to learn from each other and grow professionally, which in turn helps us produce desired changes.

KCWP1: Design and Deploy Standards
During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and it expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.

Review of Previous Plan

Reading and Math

On last year's Goal Builder, we stated that our goal was to collaborate to increase the overall reading and math proficiency ratings for all students in Reading from 62% to 65% by 2023 and Math from 61% to 64% by 2023.

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

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

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

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

Based on the 2022-2023 KSA data we **decreased** the percentage of students scoring **novice** in **reading from 14% to 8%** and **decreased math from 13% to 12%.** We were also able to **increase** the percentage of students scoring **proficient or distinguished in reading from 62% to 63% but math decreased slightly from 61% to 58%.**

Science

On the 2022 Goal Builder our science goal was to Increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 57% by 2023. We surpassed that goal by increasing proficiency to 60%.

To reach our science goal, we planned to utilize resources such as Mystery Science resource purchased for 3rd - 6th grade to support and enhance student learning in science. Also, our science lab teacher would have intentional training and design specific lessons to support science curriculum in grades 3-6 and enhance student learning in grades 3-6. Science would be

taught with fidelity and rigor in grades 3-6. Teachers would implement science resources such as IXL, Simple Solutions, and 180 Days of Science.

Based on the 2022-2023 KSA data we **maintained** the percentage of students scoring **novice** in **science at 6%**.

We were also able to **increase** the percentage of students scoring **proficient or distinguished in science from 54% to 60%**.

Social Studies

On our 2021 Goal Builder our goal was to increase the percentage of students scoring proficient/distinguished in social studies from 45% in 2022 to 48% by 2023.

To reach this goal, social studies would be taught with fidelity and rigor in grades 3-6. Teachers would implement social studies resources such as IXL, Simple Solutions, and 180 Days of Social Studies. Teachers would also implement ReadWorks resources and novels to teach comprehension in social studies.

Based on the 2022-2023 KSA data we **increased** the percentage of students scoring **proficient/distinguished in social studies to 53%** and **19% of students** scored **novice** in **social studies.**

Combined Writing

On our 2021 Goal Builder our writing goal was to increase the percentage of students scoring proficient/distinguished in combined writing from 41% in 2022 to 44% by 2023.

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

District Curriculum Writing Instructional Coach is also utilized to come to the school throughout the year to work with fourth/fifth grade students and teachers to help increase writing proficiency. Title I Reading Teacher also collaborates with classroom teachers to provide additional specialized writing lessons in 4th and 5th grade classrooms.

Based on the 2022-2023 KSA data we **maintained** the percentage of students scoring **novice** in **writing at 9%**.
In combined writing the percentage of students scoring **proficient or distinguished in writing increased from 41% to 56%.**

While we did see a significant decrease in the percentage of students scoring novice in reading but did not see the same decrease of novice in math. We had a small increase in proficiency in reading but had a slight decrease in proficiency in math.

Now that we have decreased the percentage of students scoring novice in reading and math and moved many novice students into the apprentice category, we will revise our plans and strategies to promote more growth in proficiency in reading and math.

Needs Assessment – Strengths/Leverages

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

With continued normal learning environment proficiency scores have slowly begun to increase and the percentage of students scoring novice have slowly started to decrease.

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

2020-2021 KPREP Proficiency Data

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

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

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

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

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

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

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

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

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

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

2021-2022 KSA Proficiency Data

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

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

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

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

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

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

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

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

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

2022-2023 KSA Proficiency Data

58% of 3rd grade students scored proficient or distinguished in reading.

53% of 3rd grade students scored proficient or distinguished in math.

63% of 4th grade students scored proficient or distinguished in reading.

72% of 4th grade students scored proficient or distinguished in math.

60% of 4th grade students scored proficient or distinguished in science.

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

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

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

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

2020-2021 KPREP Novice Data

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

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

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

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

2021-2022 KSA Novice Data

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

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

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

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

2022-2023 KSA Novice Data

Third Grade – 14% of students scored novice in reading and 12% in math.

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

Fifth Grade – 12% of students scored novice in reading, 11% in math, and 9% in combined writing.

Sixth Grade – 2% of students scored novice in reading and 20% in math.

Current State – Trends

Academic trends:

2017-2018 – 6% of students scored novice in reading.

2017-2018 – 3% of students scored novice in math.

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

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

2019-2020 – KPREP not taken – No data

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

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

2022-2023 - 62% of students scored P/D in **reading** while 8% scored novice in **reading**.

2022-2023 - 58% of students scored P/D in **math** while 12% scored novice in **math**.

Based on the 2022-2023 KSA data we will intentionally target our focus on decreasing the percentage of novice in reading and math while creating and delivering instruction that will continuously help students transition to proficient and distinguished levels.

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

2016-2017 – Yearly Average Attendance – 94.75

2017-2018 – Yearly Average Attendance – 95.03

2018-2019 – Yearly Average Attendance – 95.48

2019-2020 – Yearly Average Attendance – 94.67

2020-2021 – Yearly Average Attendance – 91.23

2021-2022 – Yearly Average Attendance – 92.33

2022-2023 – Yearly Average Attendance – 92.19

2016-2017 – Students seeing or referred to counselor - approximately 100

2017-2018 – Students seeing or referred to counselor - approximately 104

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

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

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

2022-2023 - Students seeing or referred to counselor – approximately 120

Before Covid we had been able to grow our yearly attendance percentage to over 95%. Since Covid we are trying to rally back to 95%. We have attendance strategies and incentives in place to hopefully build our numbers back to 95% and higher.

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

2016-2017 – 151 behavioral referrals

2017-2018 – 127 behavioral referrals

2018-2019 – 133 behavioral referrals

2019-2020 – 57 behavioral referrals

2020-2021 – 3 behavioral referrals

2022-2023 – 89 behavioral referrals

2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Whitley Central Intermediate School
Susan Brashear
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Williamsburg, Kentucky, 40769
United States of America

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2023-24 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.

o Yes

o 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**

o No

o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assisstance program, 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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**
- o No
- o 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**
- o No
- o 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**
- o No
- o 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, 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**

o No

o 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**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. In a school 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**

o No

o N/A

COMMENTS

16. In a school 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**

o No

o N/A

COMMENTS

17. In a school 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**
- o No
- o N/A

COMMENTS

18. In a school 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**
- o No
- o N/A

COMMENTS

19. In a school 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**
- o No
- o N/A

COMMENTS

20. In a school 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**
- o No
- o N/A

COMMENTS

21. In a school 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**
o No
o 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**
o No
o N/A
COMMENTS

Title I Targeted Assistance School Programs
23. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

24. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

25. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

26. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

27. In a school 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.

o Yes

o No
● **N/A**
COMMENTS

28. In a school 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.

o Yes
o No
● **N/A**
COMMENTS

29. In a school 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.

o Yes
o No
● **N/A**
COMMENTS

30. In a school 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.

o Yes
o 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).

o Yes

o 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.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan

Whitley Central Intermediate School
Susan Brashear
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United States of America

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Whitley Central Intermediate School

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for 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, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldridge, 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

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KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

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

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.

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- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

📄 WCIS Comprehensive School Improvement Plan

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.

Based on the 2022-2023 KSA data we saw significant increases in proficiency and decreases in novice in the areas of science, social studies, and combined writing.

We saw a slight increase in proficiency in reading and a slight decrease in math proficiency. We did see a significant decrease in students scoring novice in reading and a slight decrease in students scoring novice in math.

Because we did see adequate improvement in science, social studies, and combined writing, we will make minor adjustments to our plan from last year and continue with the same structure in last year's Goal Builder. Since there was not as much growth in reading and math proficiency, we will revise our plans and strategies to promote more growth in proficiency for reading and math.

Added Strategy for Reading and Math - We can modify this strategy as needed each week as we work through the process.

During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and its expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.

This reading and math service has been in place but will be modified to include intervention teachers in the PLC process along with homeroom teachers and special education teachers.

Students receive instruction in smaller ability level setting on specific reading content for a specified amount of time each day in the classroom as well as intervention reading through Title I Reading and STC reading services. Teachers collaborate to design instruction to meet intervention needs of students in each group.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WCIS Comprehensive 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 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

> 1. We saw a slight increase in proficiency in reading and a slight decrease in math proficiency. Since there was not as much growth in reading and math proficiency, we will revise our plans and strategies to promote more growth in proficiency for reading and math.
>
> 2. Because we did see adequate improvement in science, social studies, and combined writing, we will make minor adjustments to our plan from last year and continue with the same structure in last year's Goal Builder.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

> 1. During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week.
> 2. To ensure we include the key element of design and deploy standards, during weekly Professional Learning Community (PLC) meetings we will examine the data reports of the whole school, then look at the reports that disaggregate the data by grade, by teacher, and by individual student. This will help us identify overall school trends and greater areas of need that relate to standards or objectives. Lead teachers and intervention teachers are essential to this process because they know the subject areas and the teachers' responsibilities. We will analyze MAP scores for each classroom displayed in color to make it easy to see areas of concern or trends. The data is used to continually spark conversations about students of concern and student growth. We also use this data to compare these areas with other grades. It also helps to prepare a comparison chart of school-level highs and lows by grade level. Once we have identified areas of need by standards, we create and focus instruction to target those areas.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	80.8	1.8
State Assessment Results in science, social studies and writing	76.7	7.6
English Learner Progress		
Quality of School Climate and Safety	83.9	-1.4
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

List the overall scores of status and change for each indicator.

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase reading and math KSA index scores for elementary school students: Reading from 84.5 to 89.5 and Math from 77.1 to 82 by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the overall reading index for all students from 84.5 to 87 by 2024	Design and Deploy Strategies	**A.** Students will use Study Island, ReadWorks, IXL, Vocabulary City, Spelling City, Amira, Simple Solutions, and Wordly Wise to work on grade level content specific targeted areas based on MAP data.	IXL, MAP Reports	8/2023-5/2024 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific reading content for a specified amount of time each day in the classroom as well as intervention reading through Title I Reading and STC reading services. Teachers collaborate to design instruction to meet intervention needs of students in each group.	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	Save the Children Title I
		C. Morning/Afternoon tutoring-homework help – Students receive reading homework help 4 mornings a week for 30 min before school through our 21st century program. Students receive 1:1 assistance with reading homework. Students receive reading support & reinforcement through our 21st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, 21st century & STC site coordinators	21st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level reading instruction. This will allow an additional hour of reading ability level practice each week.	MAP, KSA, and summative assessment data	11/2023-5/2024 Teachers, Principal	No Funding Required
		E. Teachers will implement reading resources: KyCL Grant, SESC Deeper Learning Initiative, Wordly Wise Vocab, Scholastic Magazine, Time Magazine, Vocabulary City, leveled readers, library books, ReadWorks to enhance reading and math instruction. Teachers also host monthly Family Reading Nights after school for students and their families to participate in reading games and strategies that can be used at home.	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	KyCL Grant Title I
		F. To increase reading proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Edulastic, Study Island, ReadWorks, Simple Solutions, Spelling City, Vocabulary City, Edpuzzle, Epic Online Library, Amira,	STAR, MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required

Goal 1: Increase reading and math KSA index scores for elementary school students: Reading from 84.5 to 89.5 and Math from 77.1 to 82 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Flipgrid, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, and Prodigy.			
		G. During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and its expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.	STAR, MAP, KSA, formative and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
Objective 2 Collaborate to increase the overall math index for all students from 77.1% to 79.6% by 2024	Design and Deploy Strategies	**A.** Students will use Study Island, Reflex Math, IXL, Math Talks, and targeting of specific math vocabulary to work on grade level math content specific targeted areas based on MAP data	IXL, MAP Reports	8/2023-5/2024 Teachers, Principal, Instructional Coach	KyCL Grant
		B. Students receive instruction in smaller ability level setting on specific math content for a specified amount of time each day in the classroom as well as intervention math through Title I math and STC math services. Teachers collaborate to	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	Save the Children

Goal 1: Increase reading and math KSA index scores for elementary school students: Reading from 84.5 to 89.5 and Math from 77.1 to 82 by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		design instruction to meet intervention needs of students in each group.			
		C. Morning/Afternoon tutoring-homework help – Students receive math homework help 4 mornings a week for 30 min before school through our 21st century program. Students receive 1:1 assistance with math homework. Students receive math support & reinforcement through our 21st Century and Save the Children after school programs from 2:30-5:00 PM.	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, 21st century & STC site coordinators	21st Century/Save the Children
		D. Special Class Flexible Schedule – Each grade level will use their second weekly round of special class time for additional ability level math instruction. This will allow an additional hour of math ability level practice each week.	MAP, KSA, and summative assessment data	11/2023-5/2024 Teachers, Principal	No Funding Required
		E. Teachers will implement math resources: Go Math/Think Central, Simple Solutions, Reflex Math, Extra Math, manipulatives, math talks to enhance math instruction.	MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	KyCL Grant
		F. To increase math proficiency scores, teachers will implement instructional and technology strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, IXL, Edulastic, Study Island, Choice Boards, Flipgrid, Go Math/Think Central, Google Classroom with IC Grade Transfer, Screencastify, Jamboard, Prodigy, and Simple Solutions.	STAR, MAP, KSA, and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
		G. During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and it expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers	STAR, MAP, KSA, formative and summative assessment data	9/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required

Goal 1: Increase reading and math KSA index scores for elementary school students: Reading from 84.5 to 89.5 and Math from 77.1 to 82 by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.			

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Increase KSA index scores in science from 79.8 in 2023 to 84.8; in social studies from 72.1 to 77.1 and in writing 78.1 to 83.1 by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the index score in science from 79.8 in 2023 to 82.3 by 2024.	Design, Align and Deliver Support	**A.** Mystery Science resource purchased for 3rd - 6th grade to support and enhance student learning in science.	Formative/Summative Assessments and KSA data	8/2023-5/2024 Teachers, Principal	Instructional & PD Funds
		B. Science lab teacher will have intentional training and design intentional lessons to support science curriculum in grades 3-6. Lessons will enhance student learning in grades 3-6.	Monitoring of weekly science lessons and experiments and KSA data	8/2023-5/2024 Teachers, Principal	Instructional & PD Funds
		C. Science lessons taught with fidelity in grades 3-6. Teachers will implement science resources such as district adopted HMH Science Series, IXL and 180 Days of Science. Teachers will also implement ReadWorks and Edulastic resources to teach comprehension in science.	Formative and summative assessments, monitoring of weekly science and social studies lessons and experiments and KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional & PD Funds
		D. Homeroom teachers and science lab teacher will implement Claim-Evidence-Reason (CER) investigation model to support and enhance student learning in science.	Monitoring of weekly science lessons and experiments and KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional Funds
		E. Simple Solutions Science implemented in grades 3-4.	Simple Solution Assessments, KSA	8/23-5/24 Teachers, Principal, Instructional Coach	Instructional
		F. During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and its expectations. The teachers then discuss what students should be able to accomplish			

Goal 2: Increase KSA index scores in science from 79.8 in 2023 to 84.8; in social studies from 72.1 to 77.1 and in writing 78.1 to 83.1 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.			
Objective 2 Increase the index score in social studies from 72.1 in 2023 to 74.6 by 2024.	Design, Align and Deliver Support	A. Social studies lessons taught with fidelity in grades 3-6. Teachers will implement social studies resources such as district adopted HMH Social Studies Series IXL and 180 Days of Social Studies. Teachers will also implement ReadWorks resources, Edulastic, and novels to teach comprehension in social studies.	Formative and summative assessments, monitoring of weekly social studies lessons and experiments and KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional & PD Funds
		C. Simple Solutions Social Studies implemented in 5th grade	Simple Solution Assessments, KSA	8/23-5/24 Teachers, Principal, Instructional Coach	Instructional
		D. . During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard			

Goal 2: Increase KSA index scores in science from 79.8 in 2023 to 84.8; in social studies from 72.1 to 77.1 and in writing 78.1 to 83.1 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and its expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student who did not reach mastery for the standard.			
Objective 3 Increase the index score in combined writing from 78.1 in 2023 to 80.6 by 2024.	Design, Align and Deliver Support	**A**. Utilize the District Curriculum Writing Instructional Coach throughout the year to work with fourth/fifth grade students and teachers to help increase writing scores. Utilize Title I Reading teacher to collaborate with classroom teachers to provide additional specialized writing lessons in 4th and 5th grade classrooms	Writing scrimmage results, Writing KSA data	9/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
		B. Teachers will implement resources supplied by KyCL Grant (iReady Writing, 180 Days of Writing, Wordly Wise Vocab, Vocabulary	Writing scrimmage results, Writing KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	KyCL Grant

Goal 2: Increase KSA index scores in science from 79.8 in 2023 to 84.8; in social studies from 72.1 to 77.1 and in writing 78.1 to 83.1 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		City, Zane-Blouser Handwriting 2nd/3rd grade) to enhance writing proficiency.			
		C. To increase proficiency scores, **t**eachers will implement instructional and technology strategies for their classrooms through direct instruction using RACE writing strategy and the utilization of Chromebook, Google Classroom, Spelling City, Vocabulary City, Edulastic, Edpuzzle, Epic Online Library, Flipgrid, Study Island, IXL, Google Classroom with IC Grade Transfer, Zoom, Screencastify, Jamboard, Prodigy.	STAR, MAP, KPREP, and summative assessment data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional & Technology Funds

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the reading and math proficiency scores for all students in the economically disadvantaged group for reading and math from 60% to 62.5% by 2024 as measured by KSA.	Design, Align, and Deliver Instruction	**A.** Students will receive differentiated math/reading instruction in small intervention/enrichment groups based on student needs. The Go Math and Houghton Mifflin Series intervention curriculum and activities will be used for Tier II and Tier III students. For enrichment, students will use Study Island, Reflex Math, IXL, Xtra math, Vocabulary City, and other math/reading computer applications and programs.	MAP, KSA, Benchmark data, summative assessment data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional/ KyCL Grant
		B. Each day 3rd through 6th grade students will complete daily oral language practice. Students will also benefit from reinforcement of vocabulary and math content through 21st Century clubs Vast Vocab and Multiplication Club	MAP, KSA, Benchmark data, summative assessment data	8/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
		C. Teachers will use grade level PLC meeting time to create instruction based on MAP, formative, and summative data to target areas of weakness. Teachers will work in district wide curriculum teams to ensure instruction is aligned to Kentucky Academic Standards. Teachers will also work during PLC time to analyze specific standards, discuss strategies used, and analyze student work and data pertaining to each of those standards.	PLC minutes, lesson plans, individual learning plans, assessment data	8/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
		D. RTA, MIT, and Title I teachers will provide students with small group instruction to individualize instruction to enhance math and reading scores. Students attending the Save the Children Reading Program and 21st Century Programs will participate during and after school programs to enhance reading and math skills. These reading and math initiatives help reduce achievement gaps.	RTA, MIT, & Title I schedules, STAR Reports, MAP & KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	Save the Children & 21st Century
		E. Collaborate, co-teach and support with reading and math instructional intervention strategies and resources obtained in collaboration with SESC (Deeper Learning Initiative) and GRREC (KyCL Grant) along with district and school resources such as (Wordly Wise Vocab, Vocabulary City, Scholastic Magazine, Time Magazine, leveled readers, library books, and Amira to enhance student learning.	Formative assessment data, MAP data, KSA data	8/2023-5/2024 Teachers, Principal, Instructional Coach	KyCl Grant
		F. To increase proficiency scores, teachers will implement instructional and technological strategies for their classrooms through direct instruction and the utilization of Chromebook, Google Classroom, Spelling City, Vocabulary	STAR, MAP, KSA, and summative assessment data	8/2023-5/2024	Instructional Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		City, Edpuzzle, Epic Online Library, Amira, Flipgrid, Go Math/Think Central, Edulastic, Google Classroom with IC Grade Transfer, Screencastify, Jamboard, and Prodigy.		Teachers, Principal, Instructional Coach	
		G. During weekly PLC meetings teachers analyze the standards they will be teaching during the upcoming week. We begin our process by breaking down the standard ensuring its meaning and purpose. The teachers discuss what they think the wording of each standard means and its expectations. The teachers then discuss what students should be able to accomplish at varying levels of mastery (approaching mastery, mastery, and exceeding mastery). After this discussion each teacher shares strategies he/she would use to teach this standard. Each team member also shares what types of formative and summative assessments will be used to assess the standard at each of those levels after it has been taught. After the standard is taught the teachers bring back student work to demonstrate each level of mastery. The group analyzes the student work and has discussions concerning what needed to be changed or what could have been improved during instruction and implementation of the standard. The grade level team also analyzes percentages of mastery for each standard after instruction is delivered. Finally, plans are made for any student in the gap group who did not reach mastery for the standard.			
	Review, Analyze, and Apply Data	**A.** After desegregating KSA, MAP, STAR, and classroom data, teachers and students will use technology in various ways to promote student and teacher success. Teachers will use technology to assist with delivery of specific content or skill. Examples: Study Island, IXL, Extra Math, Reflex Math, Spelling/Vocabulary City	Individualized progress reports from Study Island, IXL, and Reflex Math	8/2023-5/2024 Teachers, Principal, Instructional Coach	Instructional & KyCL Grant
		B. Teachers and SBDM council will review student performance data to monitor progress. Teachers and principal hold weekly/bi-weekly grade level PLC meetings to plan and reflect on instruction and student performance. Teachers create learning plans for students to ensure student growth throughout the year. Plans are revisited to monitor progress.	SBDM minutes, PLC minutes, individual learning plans, assessment data	8/2023-5/2024 Teachers, Principal, Instructional Coach	No Funding Required
		C. Working collaboratively teachers, counselors, and FRC will address barriers that homeless/foster children face in attending and succeeding in school and provide services needed to enable them to meet challenging academic expectations.	IC Reports Requests for Assistance	8/2032-5/2024 Teachers, Principal, FRC, counselors	McKinney-Veto Grant/FRC
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 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 1.5 levels in the speaking domain on the Access for ELL assessment by 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.	Design, Align, and Deliver Support	**A.** Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion.	ACCESS scores, student performance, student program service plan monitoring	8/2023-5/2024 Principals, Instructional Coaches, Superintendents, Director of Special Education	PD Funds
		B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative-specifically strategies focused on conversations, oral presentations, and discussions.	ACCESS scores, student performance, student program service plan monitoring	8/2023-5/2024 Principals, Instructional Coaches, Superintendents, Director of Special Education	SESC Deeper Learning

5: Quality of School Climate and Safety

Goal 5 For the 2024-25 school year our goal is to continue to score in the category of Very High (82-100) on the Quality of School Climate and Safety Survey.

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

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

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

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

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

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**

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

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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

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