



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools 3

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

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.

Julie Osborne, Principal (9.20.23)

Amanda Croley, Assistant Principal (9.20.23)

Bobby Gibbs, Assistant Principal (9.20.23)



2023-2024 Phase One: School Safety Report

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Table of Contents

<u>2023-2024 Phase One: School Safety Report</u>	3
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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 current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

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

Yes. August 8, 2023

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

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

Yes

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

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

Yes

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

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

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: Executive Summary for Schools

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Whitley County High School
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Table of Contents

<u>2023-2024 Phase One: Executive Summary for Schools</u>	<u>3</u>
<u>Attachment Summary</u>	<u>5</u>

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

ATTACHMENTS

Attachment Name

 23-24 Description of School

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

ATTACHMENTS

Attachment Name

 23-24 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

ATTACHMENTS

Attachment Name

 23-24 School's Purpose

Notable Achievements and Areas of Improvement

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

see attachment

ATTACHMENTS

Attachment Name





 Notable Achievements and Areas of Improvement 23-24

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 Description of School	Attached is a description of the context within which the students of Whitley County High School live and work.	•
 23-24 School Stakeholders	Description of the roles of various WCHS stakeholders in the continuous improvement process	•
 23-24 School's Purpose	Attached is the vision and mission of Whitley County High School.	•
 Notable Achievements and Areas of Improvement 23-24	Summary of WCHS' strengths and weaknesses in academic performance	•

Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, serves 874 students (student membership as reported on the school report card), grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a soccer field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 36,712 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 95.3% white, not Hispanic or Latino, 1.0% black or African American, 0.3% American Indian, 0.5% Asian, 1.8% Hispanic/Latino, and 1.4% are identified as two races or more. The per capita income in the past 12 months is \$20,633. Of the county's population, 27.6% is below the poverty level. Furthermore, Whitley's median value of owner-occupied housing units is \$110,700. 74.7% of our students qualify for free or reduced lunch. Another important fact is that our county has 25.8% of its population under 18 years of age. Since this is a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include 82.5% of their adult-age relatives earned a high school diploma or higher and 19.7% of their adult-age relatives earned a bachelor's degree or higher. The concept of Post-Secondary Readiness is a shift in culture as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands, Eastern Kentucky University, and Somerset Community College. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 15 career pathways. The Freshman Academy is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school. 52.2% of our students are male and 47.8% are female. Our student body consists of 261 freshmen, 239 sophomores, 191

juniors, 176 seniors, and 7 non-diploma/grade 14 students. 25.2% of our learners are identified as students with disabilities. 74.7% of our students are economically disadvantaged.

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

School Stakeholders

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

A wide array of stakeholders are actively engaged in the continuous improvement process at Whitley County High School. First, students are assigned an advisor who is an advocate for them throughout their high school experience. Advisor and advisee meet monthly, and as part of the process, each student sets their own individual academic goal, which is monitored as part of these monthly advisor checks. All teachers participate in a PLC who review prior year data and then set performance goals for the current academic year along with the designating the specific next steps to reach that goal. Parents and community members are part of the SBDM council, the YSC Advisory, and several other program based advisory councils, who all play an active role in strategic programming at WCHS.

School's Purpose

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

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

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

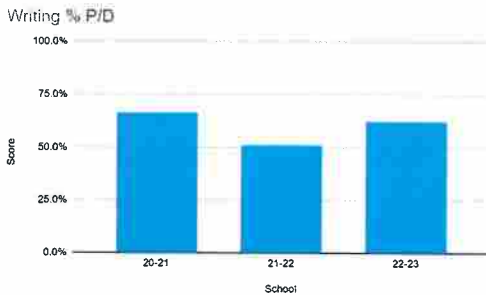
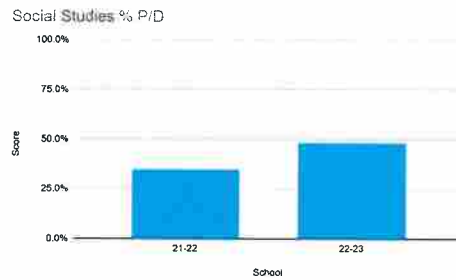
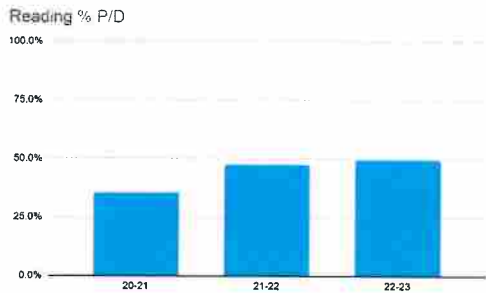
ATHLETICS: Baseball, Basketball (Boys & Girls), Cheerleading, Cross Country (Boys & Girls), Football, Golf (Boys & Girls), Soccer (Boys & Girls), Tennis (Boys & Girls), Track & Field (Boys and Girls), Volleyball, Wrestling (Boys & Girls), E-sports, Bass Fishing, and Swim.

21st CENTURY COLONELS: Academic Opportunities (Credit Recovery, After School & Before School Tutoring, Summer School) and Enrichment Opportunities (ACT Prep, Academic Club, Colonel Players, Art Club, Math Club, Band, Student Technology Association, Lego Club, Weightlifting/Fitness Club, Leadership Experience (FCCLA), Skills & Drills (JROTC), and Parental Involvement Opportunities (FAFSA Workshops, Parent Nights, and more)).

Notable Achievements and Areas of Improvement

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

Notable Achievements



For the Whitley County High School general education population, writing has consistently been an academic strength, but a 11% gain in proficiency remains significant. WCHS has grown 14% over the last three years in reading proficiency and additionally has experienced 13% increase in proficiency in social studies.

Most noteworthy, however, has been our across the board improvement in performance by our students with an IEP. Following a strategic emphasis in using the CER (Claim Evidence Reasoning) strategy across all curricula, this population simultaneously grew in proficiency while significantly decreasing novice as these results will show.

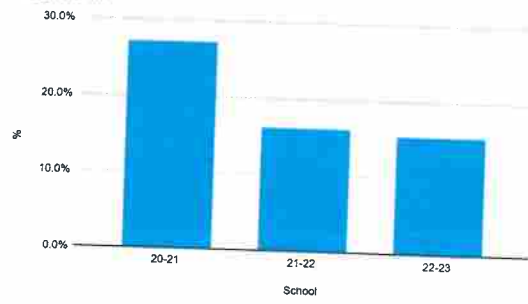
Reading									
#	N	A	P	D	Total	%	P/D	N	
20-21	22	12	3	0	37	20-21	8.1%	59.5%	
21-22	28	14	10	1	53	21-22	20.8%	52.8%	
22-23	20	16	13	6	55	22-23	34.5%	36.4%	
							13.8%	-16.5%	
Math									

#	N	A	P	D		%	P/D	N
20-21	23	11	3	0	37	20-21	8.1%	62.2%
21-22	28	17	7	1	53	21-22	15.1%	52.8%
22-23	13	22	17	3	55	22-23	36.4%	23.6%
							21.3%	-29.2%
Science								
#	N	A	P	D		%	P/D	N
20-21	16	10	2	1	29	20-21	10.3%	55.2%
21-22	28	8	2	0	38	21-22	5.3%	73.7%
22-23	20	9	6	0	35	22-23	17.1%	57.1%
							11.9%	-16.5%
Social Studies								
#	N	A	P	D		%	P/D	N
21-22	23	10	4	1	38	21-22	13.2%	60.5%
22-23	16	10	7	2	35	22-23	25.7%	45.7%
							12.6%	-14.8%
Writing								
#	N	A	P	D		%	P/D	N
20-21	12	12	5	0	29	20-21	17.2%	41.4%
21-22	14	23	0	1	38	21-22	2.6%	36.8%
22-23	5	21	8	1	35	22-23	25.7%	14.3%
							23.1%	-22.6%

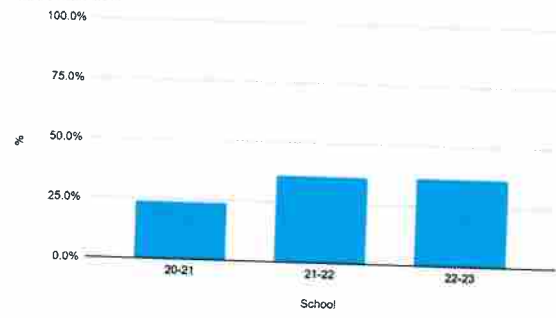
Areas of Improvement

For Whitley County High School as a whole, math growth has been sluggish as compared with other core content areas, and science is the only area in which proficiency declined. As a result, these are the areas of focus at WCHS moving forward,

Science % P/D



Math % P/D





2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

<u>2023-24 Phase Two: The Needs Assessment for Schools</u>	<u>3</u>
<u>Attachment Summary</u>	<u>7</u>

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.

Refer to attachment.

Review of Previous Plan

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

Refer to attachment.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 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.
Refer to attachment.

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.
Refer to attachment.

Priorities/Concerns

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

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

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

Strengths/Leverages

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

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

Refer to attachment.

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

 WCHS School Key Elements










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

Refer to attachment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 1. 23-24 Protocol	Description for developing the 23-24 WCHS CSIP	•
 2. 23-24 Review of Previous Plan	A description of what was accomplished from the prior year CSIP at WCHS and what still needs improvement or needs a new approach	•
 3. 23-24 Trends	Analysis of WCHS' performance trends according to the Kentucky School Report Card	•
 4. 23-24 Current State	Description of the current context for the students at WCHS	•
 5. 23-24 Priorities_Concerns	Description of greatest opportunities for improvement at WCHS	•
 6. 23-24 Strengths_Leverages	Description of strengths in academic performance at WCHS	•
 7. 23-24 WCHS School Key Elements Template	List of priority processes and practiced for the 23-24 WCHS CSIP	•
 8. 23-24 Analyzing the Key Elements	Analysis of the implementation plan for the priority KCWP at WCHS in 23-24	•
 WCHS School Key Elements		• 7

2023-2024 Needs Assessment

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

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

A&H, Anthony Osborne

ELA, Jennifer Smith and Joy Williams

Math, Jill Leach

PL/CS, Johnna Robinson

Science, Natayle Gallagher

SPED, Daryl Bowman

Social Studies, Derrick Lowrie

Our SBDM Council meets monthly to review specific topics from the KASC agenda. Members for the 23-24 council include the following:

Principal, Julie Osborne

Teacher Member, Derrick Lowrie

Teacher Member, Johnna Robinson

Teacher Member, Joy Williams

Parent Member, Jenine Leskiw

Parent Member, Travis Powers

2023-2024 Needs Assessment

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

Summary of Goals, Objectives, Strategies, and Activities

- By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 47.5 to 67.0 and the percentage of all students scoring proficient/distinguished in math from 36.3 to 64.0.

WCHS did not meet this reading and math goal for 2023 KSA performance, and following is the status of implementation of the related activities for the 2022-2023 school year: Curriculum documents were followed in WCHS classrooms. Teachers began implementation of Edulastic, but the practice was not consistent in every classroom. PLC’s did make use of their time to adapt pacing guides and standards being addressed based on student data. Students who did not meet benchmarks on the universal screener were placed in reading and/or math intervention. From these activities, the curriculum documents will continue to be in place and adjusted as student performance necessitates; use of Edulastic will more closely monitored through PLC’s; students who do not meet benchmark scores on the universal screener will continue to be placed in intervention, however, MAP has become the implemented screener which more closely aligns to KSA.

As a result, changes will be made to ELA and math assessment systems and to student criteria for entering and exiting reading and math intervention. The lack of growth in reading, math, and science indicate that literacy needs an intentional focus in core content classrooms.

- By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 18.1 to 48.1 and the percentage of all students scoring proficient/distinguished in on-demand writing from 51.0 to 74.3, and the percentage of all students scoring proficient /distinguished in social studies from 34.8 to 65.0.

WCHS did not meet this science, social studies, and combined writing goal for 2023 KSA performance, and following is the status of implementation of the related activities for the 2022-2023 school year: Curriculum documents were followed in WCHS classrooms. Teachers began implementation of Edulastic, but the practice was not consistent in every classroom. PLC’s did make use of their time to adapt pacing guides and standards being addressed based on student data. The ELA PLC integrated a variety of writing opportunities throughout the sophomore and junior curricula. Across all content implementation of the CER writing strategy began. From these activities, the curriculum documents will continue to be in place and adjusted as student performance necessitates; use of Edulastic will more closely monitored through

PLC's; a variety of writing opportunities will continue to be embedded throughout ELA classrooms; students who do not meet benchmark scores on the universal screener will continue to be placed in intervention, however, MAP has become the implemented screener which more closely aligns to KSA.

The lack of growth in reading, math, and science indicate that literacy needs an intentional focus in core content classrooms. Students who did not reach the benchmark in English were placed in intervention.

- By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 20.8 to 30.0 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 15.1 to 25.1.

SPED teachers implemented the “name & claim” protocol for every student with an IEP. They met at least monthly with each student on their roster. The CER writing strategy was practiced routinely in each class with a co-teacher. Novice reduction indicates that CER was effective for our students with an IEP population so to further grow our proficiency within our IEP population we will address schoolwide literacy strategies.

- By 2025, WCHS will increase the combined percentage of our School Climate Index and School Safety Index from 66.7 to 68.0.

The master schedule allowed for monthly Advisee/Advisor meeting times. The topics discussed throughout the year included having goals, a growth mindset, self-awareness, self-esteem, and preventing suicide. The topics were engaging to students, and the data shows that students trust the adults but still struggle with peer interactions.

- By 2023, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 81.1 to 90.0.

Students in the 8th grade were given opportunities to explore their pathway options. Dual credit opportunities were communicated to students through a student guide. AmeriCorp and KHEAA college coaches provided two in-house events for students to explore college and career options. WCHS CTSO's participated in competitions and showcases aligned to each pathway. CTE teachers provided questioning instruction aligned to end-of-program assessments. Our in-seat students are largely post-secondary ready. We need to implement safety nets for our students who are in an alternative setting to become post-secondary ready.

- By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96 to 97 (Five Star Rating as of 2019).

WCHS guidance counselors tracked senior attendance to identify students at-risk for not earning the required 26 graduation credits. Students who were identified as having specific

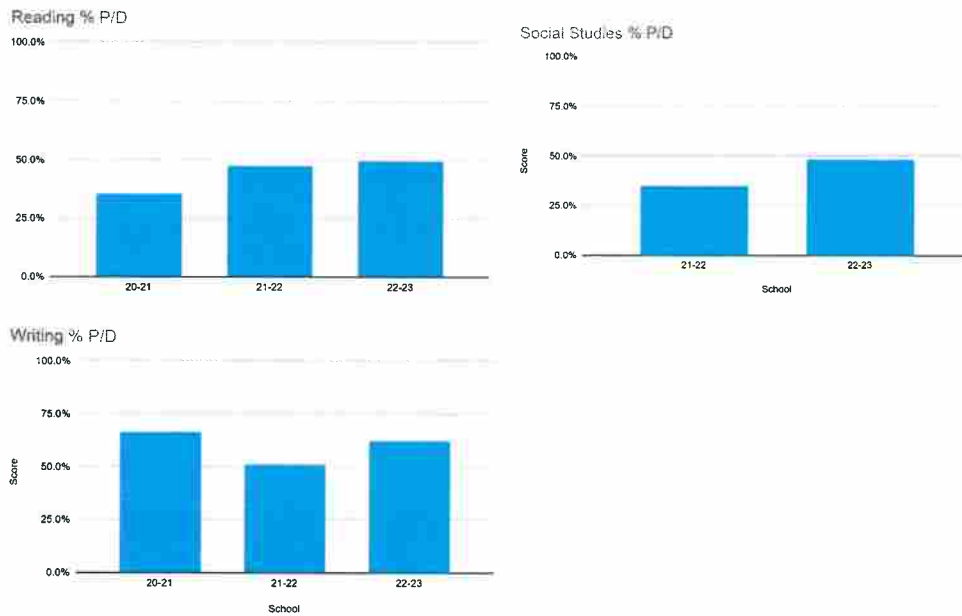
barriers to graduation were offered opportunities through credit recovery, Colonel Academy, early graduation or hardship graduation opportunities. In order to grow our graduation rate, we need to have a more specific process for evaluating which alternative setting is most appropriate setting for students that are experiencing barriers to earning the 26 required graduation credits.

23-24 Trends

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 & Areas of Improvement



For the Whitley County High School general education population, writing has consistently been an academic strength, but a 11% gain in proficiency remains significant. WCHS has grown 14% over the last three years in reading proficiency and additionally has experienced 13% increase in proficiency in social studies.

Most noteworthy, however, has been our across the board improvement in performance by our students with an IEP. Following a strategic emphasis in using the CER (Claim Evidence Reasoning) strategy across all curricula, this population simultaneously grew in proficiency while significantly decreasing novice as these results will show.

Reading									
#	N	A	P	D	Total	%	P/D	N	
20-21	22	12	3	0	37	20-21	8.1%	59.5%	
21-22	28	14	10	1	53	21-22	20.8%	52.8%	
22-23	20	16	13	6	55	22-23	34.5%	36.4%	

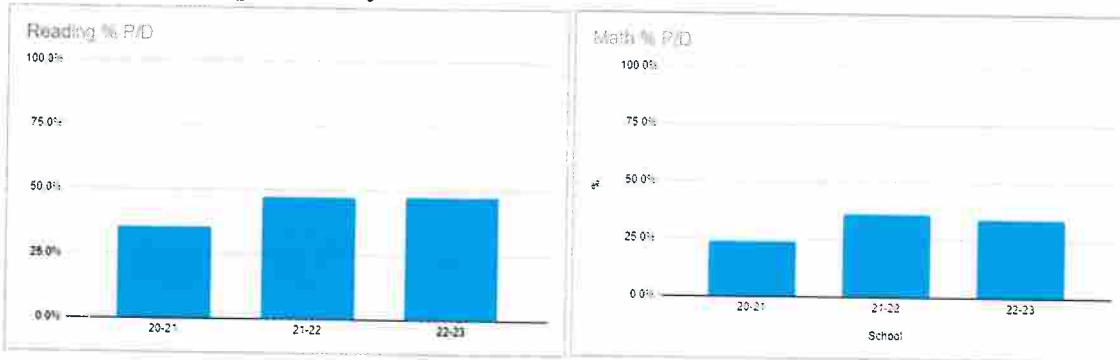
									13.8%	-16.5%
Math										
#	N	A	P	D		%		P/D	N	
20-21	23	11	3	0	37	20-21		8.1%	62.2%	
21-22	28	17	7	1	53	21-22		15.1%	52.8%	
22-23	13	22	17	3	55	22-23		36.4%	23.6%	
								21.3%	-29.2%	
Science										
#	N	A	P	D		%		P/D	N	
20-21	16	10	2	1	29	20-21		10.3%	55.2%	
21-22	28	8	2	0	38	21-22		5.3%	73.7%	
22-23	20	9	6	0	35	22-23		17.1%	57.1%	
								11.9%	-16.5%	
Social Studies										
#	N	A	P	D		%		P/D	N	
21-22	23	10	4	1	38	21-22		13.2%	60.5%	
22-23	16	10	7	2	35	22-23		25.7%	45.7%	
								12.6%	-14.8%	
Writing										
#	N	A	P	D		%		P/D	N	
20-21	12	12	5	0	29	20-21		17.2%	41.4%	
21-22	14	23	0	1	38	21-22		2.6%	36.8%	
22-23	5	21	8	1	35	22-23		25.7%	14.3%	
								23.1%	-22.6%	

Post-secondary Readiness continues to improve moving from 80.1 for the 21-22 school year to 89.1 in the 22-23 school year.

Opportunities for Improvement

Reading and Math

Our reading and math proficient/distinguished percentages are not growing at a steady rate, and based on these current trends WCHS will focus its efforts on growing by double digits both reading and math proficiency.

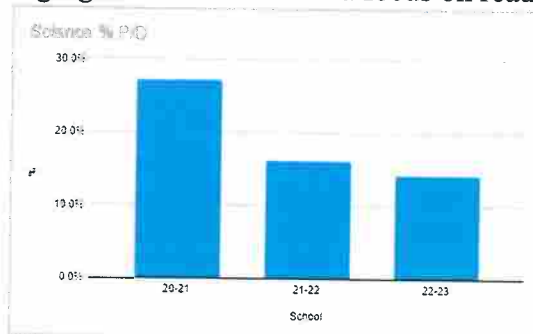


Reading % Proficient/Distinguished		Reading % Novice	
Year	%	Year	%
20-21	35.6%	20-21	32%
21-22	47.5%	21-22	29%
22-23	47.7%	22-23	21%

Math % Proficient/Distinguished		Math % Novice	
Year	%	Year	%
20-21	24.2%	20-21	41%
21-22	36.3%	21-22	30%
22-23	34.0%	22-23	28%

Science

Our proficiency on Science KSA continues to decline. Our goal in the area will be for double digit growth as well with a focus on reading and writing in this content area.



Science % Proficient/Distinguished		Science % Novice	
Year	%	Year	%
20-21	27.2%	20-21	22%
21-22	16.2%	21-22	39%
22-23	14.2%	22-23	36%

2023-2024 Needs Assessment

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

Current Academic State

- Our Overall School Rating is 71.6; we are a Green category school.
- KSA Reading and Math Index is 60.6
 - Overall Reading for all students is 48% P/D (+4% above the state average)
 - State = 44%
 - Economically Disadvantaged Students who scored P/D% = 46%
 - Non-Economically Disadvantaged Students who scored P/D% = 54%
 - Overall Math for all students is 34% P/D
 - State = 42%
 - Economically Disadvantaged Students who scored P/D% = 31%
 - Non-Economically Disadvantaged Students who scored P/D% = 43%
- KSA Science, Social Studies, and Combined Writing Index is 58.9
 - Overall Science for all students is 14% P/D (+2% above the state average)
 - State = 10%
 - Overall Social Studies for all students is 44% P/D (+2% above the state average)
 - State = 42%
 - Overall Combined Writing for all students is 56% P/D (+13% above the state average)
 - State = 43%
- The Quality of School Climate and Safety Survey Index is 60.8.
- KSA Post-Secondary Readiness Index is 89.1.
- KSA Graduation Rate Index is 93.6.
 - 4-Year Graduation Rate Percentage Trends State for 2023 = 91.4
 - 5-Year Graduation Rate Percentage Trends State for 2023 = 92.5
- WCHS had been identified for Targeted Support and Improvement (TSI) as a result of KSA data. We no longer have this classification.
- ACT Data for Junior Students meeting benchmark
 - Reading (benchmark = 20) 55.3%
 - State = 44%
 - English (benchmark = 18) 61.8%
 - State = 47%
 - Math (benchmark = 19) 34.1%
 - State = 33%

Current Non-Academic State

From the Quality of School Climate and Safety Survey for Spring 2023:

We have a positive culture at our school where students feel safe and like being at school. Further, students are challenged and feel cared about by an adult. Included are the responses to the Quality of School Climate Survey in order that students most strongly agreed with being first. The first 4 items students agreed with at 89% or higher.

11 - My teachers expect me to do my best all the time.

08 - There is at least one adult from my school who listens to me when I have something to say.

09 - When I need help with schoolwork, I can ask a teacher.

10 - If I have a problem, there is an adult from school that I can talk to.

15 - Adults from my school work hard to make sure students are safe.

19 - Adults from my school care about my physical safety.

03 - My teachers make me feel welcome in their class.

12 - When I want to give up, my teacher says I should keep trying.

05 - Adults from my school care about me.

18 - I feel safe in my classes.

04 - A teacher or some other adult from my school will care if I miss a day of school.

26 - If a student is bullied during school, there is a safe way to report it to an adult.

16 - Adults from my school handle safety concerns quickly.

01 - My school is a caring place.

13 - Adults from my school make sure all students get what they need to be successful.

02 - I feel like I am part of my school.

22 - Adults from this school respect students' differences (i.e., gender, culture, race, religion, ability).

24 - During school, we are taught ways to stop bullying when we see it happen.

27 - If a student reports bullying during school, the adults will do something to help.

20 - I feel comfortable stating my opinion in class even if others disagree.

14 - My school is an encouraging place.

17 - Adults from my school stay calm when dealing with bad behavior.

06 - The school rules are fair.

07 - The consequences for breaking school rules are the same for all students.

23 - Bullying is NOT a problem for this school.

25 - Internet bullying is NOT a problem for students from my school.

21 - Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).

From the 2023 School Report Card:

- Our student population:
 - Economically disadvantaged students = 73.8%
 - Non-economically disadvantaged students = 26.2%
- 85% of our students have completed advanced coursework (159 out of 187).
- 11.9% of our students are Gifted and Talented.
- Discipline of our students:
 - 12.6% of our students have behavior events.
 - 87.4% of our students do not have behavior events.
- Student Access to Technology: The total number of instructional devices available is 1,655. Every classroom has Wi-Fi access. Students take home school issued devices to access the internet for student learning.
- Faculty Counts: We have 64 total certified teachers on staff; 54.7% are female and 45.3% are male. Our student to teacher ratio is 14:1. Average years of school experience is 12.9. In addition, we have 1 teacher who is certified by the National Board Professional Teaching Standards.
- Educator Qualifications Include:
 - 14.5% Bachelor's
 - 55.1% Master's
 - 46.4% Rank 1
- Teacher Working Conditions
 - School Climate = 59% Favorable
 - Managing Student Behavior = 76% Favorable
 - School Leadership = 63% Favorable

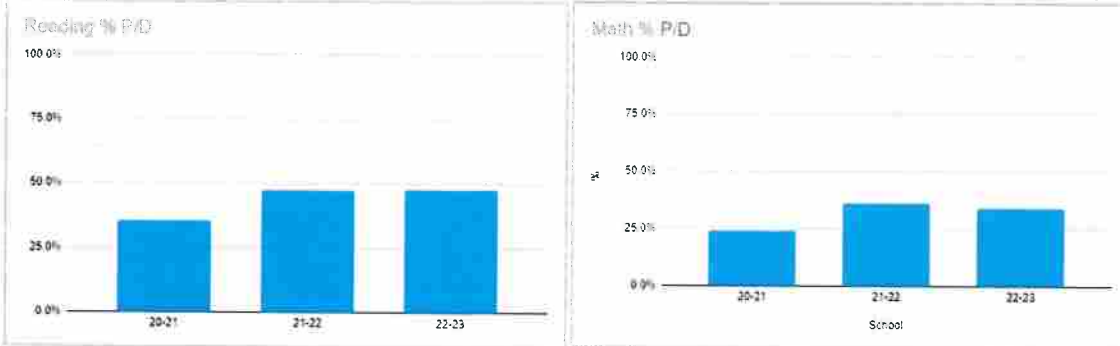
2023-2024 Needs Assessment

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

Currently our priorities/concerns include the following:

Reading and Math

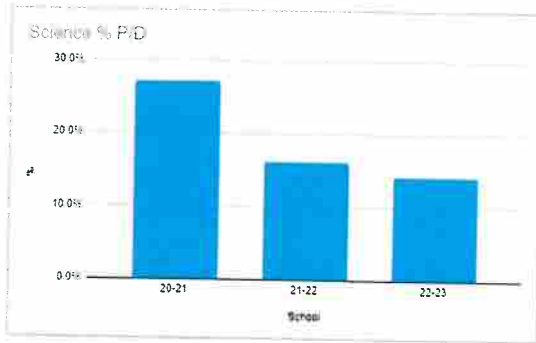
Our reading and math proficient/distinguished percentages are not growing at a steady rate.



Reading % Proficient/Distinguished		Reading % Novice	
Year	%	Year	%
20-21	35.6%	20-21	32%
21-22	47.5%	21-22	29%
22-23	47.7%	22-23	21%

Math % Proficient/Distinguished		Math % Novice	
Year	%	Year	%
20-21	24.2%	20-21	41%
21-22	36.3%	21-22	30%
22-23	34.0%	22-23	28%

Science



Science % Proficient/Distinguished		Science % Novice	
Year	%	Year	%
20-21	27.2%	20-21	22%
21-22	16.2%	21-22	39%
22-23	14.2%	22-23	36%

Number of SPED Students Increasing

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

Struggling and Reluctant Learners

There is a sharp discrepancy between our students' performance on ACT versus KSA.

Comparison Data							
Average	Change	2023	Change	2022	Change	2021	2020 (Pre-Covid)
Composite	0.5	19.4	1.2	18.9	-1.8	17.7	19.5
English	0.6	19.7	2.2	19.1	-2.5	16.9	19.4
Reading	0.6	20.2	1.5	19.6	-1.7	18.1	19.8
Math	0.1	18.0	0.6	17.9	-1.3	17.3	18.6
% Meeting Benchmark	Change	2023	Change	2022	Change	2021	2020 (Pre-Covid)
English	-6.2%	61.8%	25.6%	67.9%	-18.5%	42.3%	60.8%
Reading	-0.3%	55.3%	20.6%	55.6%	-15.2%	35.0%	50.2%
Math	-2.3%	34.1%	12.8%	36.4%	-17.0%	23.6%	40.6%

# Meeting Benchmark	Change	2023	2022
English	24	134	110
Reading	30	120	90
Math	15	74	59
Class of 2024 Comparison (2022 to 2023 performance)			
	Class of 2024 2022 Results	Class of 2024 2023 Results	Change
Composite Average	17.8	19.4	1.6
Math Average	16.9	18.0	1.1
Science Average	17.9	19.4	1.5
English Average	17.1	19.7	2.6
Reading Average	18.6	20.2	1.6
Count Meeting Math Benchmark	57	74	17
Count Meeting English Benchmark	98	134	36
Count Meeting Reading Benchmark	98	120	22
% Meeting Math Benchmark	30.0%	34.1%	4.1%
% Meeting English Benchmark	51.6%	61.8%	10.2%
% Meeting Reading Benchmark	51.6%	55.3%	3.7%
Count Academic Ready	121	143	22
% Academic Ready	63.7%	74.1%	10.4%

Student Population Changes

Our population of students with an IEP are increasing as well as our transient population. Also the number of students who are requesting virtual learning is increasing.

Universal Screener for RTI placement

CERT has been used previously as a universal screener; CERT measures ACT readiness. This is the first year for implementation of MAP, which has a linking study correlated to KSA proficiency, as the universal screener.

2023-2024 Needs Assessment

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

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

- Our Overall School Rating is 71.6; we are a Green category school.
- Overall Reading for all students is 48% P/D (+4% above the state average)
- Overall Science for all students is 14% P/D (+2% above the state average)
- Overall Social Studies for all students is 44% P/D (+2% above the state average)
- Overall Combined Writing for all students is 56% P/D (+13% above the state average)
- KSA Graduation Rate Index is 93.6.
 - 4-Year Graduation Rate Percentage Trends State for 2023 = 91.4
 - 5-Year Graduation Rate Percentage Trends State for 2023 = 92.5

ACT data for Junior Students meeting benchmark reveals:

- Reading (benchmark = 20) 55.3%
 - State = 44%
- English (benchmark = 18) 61.8%
 - State = 47%
- Math (benchmark = 19) 34.1%
 - State = 33%

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

- KSA Post-Secondary Readiness Index is 89.1

General Strengths/Leverages:

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

- Student exposure to technology and learning is a central focus with every student having access to an internet-connected device. Each student is issued a Chromebook to utilize at school and at home.
- Each of our classrooms had a ViewSonic Board which allows teachers and students to view the same document and other resources simultaneously. The ViewSonic Boards are interactive and provide a feature which allows teachers to create a QR Code which students scan providing a file of what had been shared on screen during class.
- In comparison to other high schools with similar demographics within our state, we continue to close the learning gap at a similar or more rapid rate. In fact, the recent average ACT composite score of 19.4 was the highest in our county.
- One Ameri-Corp College Coach, one KHEA College Coach, one Gear Up College and Career Navigator, and one Gear Up Academic Interventionist are in our building to assist students with bridging the gap from secondary to post-secondary education.

From the Quality of School Climate and Safety Survey for Spring 2023:

We have a positive culture at our school where students feel safe and like being at school. Further, students are challenged and feel cared about by an adult. Included are the responses to the Quality of School Climate Survey in order that students most strongly agreed with being first. The first 4 items students agreed with at 89% or higher.

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- 01 - My school is a caring place.
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From the 2022-2023 School Report Card:

- Student Access to Technology: The total number of instructional devices available is 1,655. Every classroom has Wi-Fi access. Students take home school issued devices to access the internet for student learning.
- Faculty Counts: We have 64 total certified teachers on staff; 54.7% are female and 45.3% are male. Our student to teacher ratio is 14:1. Average years of school experience is 12.9. In addition, we have 1 teacher who is certified by the National Board Professional Teaching Standards.
- Teacher Working Conditions
 - School Climate = 59% Favorable
 - Managing Student Behavior = 76% Favorable
 - School Leadership = 63% Favorable

3 strengths will be directly leveraged to grow in other areas of priority:

- Writing will be leveraged to strengthen extended responses on all area of KSA assessment using the CER strategy.
- Students' strong trust of adults at WCHS will assist students in adapting as we strengthen literacy practices across all content areas.
- Our consistent system for getting students post-secondary ready should help students have context for growth in reading, math, and science.

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
<p>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?</p>	No	
<p>KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?</p>	Yes	<ul style="list-style-type: none"> • Spiraled daily activities targeting previous standards that data show students were deficient on • CER for writing • Cross curricular reading strategies • Cross curricular vocabulary inferencing strategies • Text comparison practice • Each MSD student will have a plan to be post-secondary ready.
<p>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?</p>	Yes	<ul style="list-style-type: none"> • Realign universal screener to KSA (change from ACT) • Edulastic implementation • Balance assessments for skill and application • Addition of Science for MAP • Each pathway will have at least 2 ways to be post-secondary ready.
<p>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,</p>	Yes	<p>Students who are in intervention for reading and/or math will be tracked for the following:</p> <ul style="list-style-type: none"> • Class grades on common assessments • Trimester midterm and final grades

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
interpret, and act on meaningful evidence of student learning?		<ul style="list-style-type: none"> • MAP • Intervention growth
<p>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?</p>	Yes	<ol style="list-style-type: none"> 1. Students who are in or who are requesting an alternate placement will be screened for most appropriate placement. 2. Incentive program will include: <ul style="list-style-type: none"> • MAP proficiency • MAP growth • Growth in intervention classes • Classroom performance (Principal’s List and Honor Roll)
<p>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?</p>	No	

Needs Assessment 23-24

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?

The focus will be to deepen the process of delivering literacy practices to our students. The plan is to provide more balanced literacy instruction across all content areas (KCWP 2: Design and Deliver Instruction). During the previous academic year, Whitley County High school rolled out a writing plan, Claim Evidence Reasoning (CER) to address novice reduction across all assessed areas. Based on its preliminary success, we want to pair this writing strategy with cross curricular reading strategies that will provide students with methods for before, during, and after reading. Specifically, these strategies will include vocabulary inferencing, comparative texts, and informational texts that include charts and graphs. In addition instruction will include a spiraling component that reinforces standards where student proficiency is not evident and that are enduring and cross curricular. MAP and Edulastic will be utilized as part of the assessment system in order to more closely align instruction to the desired academic outcomes (KWCP3: Design and Deliver Assessment Literacy). Classroom assessments will be reviewed in the PLC process for balance between skill and application.

To determine the effectiveness of the instructional and assessment changes data at the student level will be tracked more specifically (KCWP 4: Review, Analyze and Apply Data). Class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth will be assimilated to gauge student growth. This data will be reviewed for both student individual success and for effectiveness of classroom instruction and intervention tools.

Finally, while WCHS students have always had access to a variety of academic supports through co-teaching, tutoring, and intervention, we need to promote a more positive focus on our academic priorities and values. WCHS will implement an incentive program to support student progress for performance and growth in the classroom, intervention, and on MAP, our universal screener (KCWP 5: Design, Align, and Deliver Support).



2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

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

Table of Contents

<u>2023-24 Phase Two: School Assurances</u>	3
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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.

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance 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 assistance 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 under section 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

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. 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
- No
- 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
- No
- 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

No

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

No

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

No

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

No

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

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. 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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2023-24 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

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*, *Baldrige*, etc.).

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

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

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

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

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

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

ATTACHMENTS

Attachment Name




 2023-2024 WCHS CSIP

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

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

Refer to the attachment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023-2024 WCHS CSIP		•
 23-24 WCHS CSIP	Comprehensive plan for school improvement for Whitley County High School 2023-2024	•
 Summary of 23-24 WCHS Plan of Action	Summary of the action steps for Whitley County High School's improvement plan for the 2023-2024 school year.	•

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

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

We updated our objectives from our 22-23 CSIP to show current performance on the KSA to one year of growth that we have set from our broader goal which is three years out. We also provided updated achievement gap goals to reflect our exit from the TSI subgroup population of students with disabilities. Strategies throughout our plan have been added to include intentional instructional practices which are a strategic tool for all our students to practice, apply and employ.

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

- Spiraled daily activities targeting previous standards that data show students were deficient on
- Edulastic implementation
- CER for writing
- Cross curricular reading strategies
- Cross curricular vocabulary inferencing strategies
- Text comparison practice

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

- Realign universal screener to KSA (change from ACT)
- Each pathway will have at least 2 ways to be post-secondary ready.
- Balance assessments for skill and application
- Addition of Science for MAP

Under the Key Core Work Process of Review, Analyze and Apply Data, we have included students who are in intervention for reading and/or math will be tracked for MAP growth and proficiency, classroom grade growth and proficiency, and intervention growth.

Under the Key Core Work Process of Design, Align and Deliver Support, we have included:

- Students who are in or who are requesting an alternate placement will be screened for most appropriate placement.
- Incentive programs will include MAP proficiency, MAP growth, growth in intervention classes, and class performance (Principal's List and Honor Roll).

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

- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics

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. Proficiency on KSA Reading
2. Proficiency on KSA Math
3. Proficiency on KSA Science

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. Implementation of Cross curricular literacy strategies
2. Spiraled practice based on standard deficiencies as identified through common assessments and universal screener
3. Student incentives based on academic performance and growth

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	60.6	1.8
State Assessment Results in science, social studies and writing	58.9	3.9
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	60.8	-2.3
Postsecondary Readiness (high schools and districts only)	89.1	8.0
Graduation Rate (high schools and districts only)	93.6	-0.6

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
<p>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.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 48% to 65% and the percentage of students scoring proficient/distinguished in math from 34% to 58%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of students scoring proficient/distinguished in reading from 48% to 54% by June 30, 2024.	KCWP 2: Design and Deliver Instruction	A: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, comparative texts, informational texts, and CER	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		B: Implement Sustained Silent Reading	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		C: Spiraled practice based on standard deficiencies as identified through common assessments and universal screener	Lesson Plans, Walkthroughs	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0
	KCWP 3: Design and Deliver Assessment Literacy	A: Implementation of MAP as the universal screener including reading, math, science, and language arts	MAP growth reports	9/23-6/24 Guidance Counselors, ELA Teachers, ELA PLC Team Leads, and Administration	\$0
		B: Implementation of Edulastic for common assessments	IC, Lesson Plans, Walkthroughs	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: Students who are intervention will be tracked for the following: class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth including Reading Plus progress	ELA PLC Agendas	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0

Goal 1 (State your reading and math goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 48% to 65% and the percentage of students scoring proficient/distinguished in math from 34% to 58%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	A: Implementation of a student incentive program including celebrations for MAP proficiency, MAP growth, growth within intervention class, classroom performance (Principal’s List and Honor Roll)	Student Celebrations, PLC Agendas	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$1,000
		B: 21 st Century tutoring before and after school including a SPED certified teacher	ELA Failure Rates	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	21 st Century Grant Staffing
		C: Co-teaching with GearUp Academic Interventionist in freshmen English classrooms where our students who need intervention are enrolled	Student MAP Growth	9/23-6/24 ELA Teachers, ELA PLC Team Leads, GearUp Staff, and Administration	GearUp Staff Funding
Objective 2 To increase the percentage of students scoring proficient/distinguished in math from 34% to 46% by June 30, 2024.	KCWP 2: Design and Deliver Instruction	A: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, and CER	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		B: Daily spiraled practice based on standard deficiencies as identified through common assessments and universal screener	Lesson Plans, Walkthroughs	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$0
		C: Incorporate the “given, know, do” strategy when introducing and reviewing content as a means of	Lesson Plans, Walkthroughs	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$0

Goal 1 (State your reading and math goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 48% to 65% and the percentage of students scoring proficient/distinguished in math from 34% to 58%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students demonstrating evidence of their problem-solving process			
	KCWP 3: Design and Deliver Assessment Literacy	A: Implementation of MAP as the universal screener including reading, math, science, and language arts	MAP growth reports	9/23-6/24 Guidance Counselors, Math Teachers, Math PLC Team Lead, and Administration	\$0
		B: Implementation of Edulastic for common assessments	IC, Lesson Plans, Walkthroughs	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$0
		C: Increase rigor on common assessments by balancing for skill and application, including drag and drop and multiple select questions, including content specific vocabulary, and including questions that require students to both read and write	Math Shared Drive Documents, IC, PLC Agendas	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: Students who are intervention will be tracked for the following: class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth including ALEKS growth	Math PLC Agendas	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$0
	KCWP 5: Design, Align, and Deliver Support	A: Implementation of a student incentive program including celebrations for MAP proficiency, MAP growth, growth within intervention class, classroom performance (Principal’s List and Honor Roll)	Student Celebrations, PLC Agendas	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	\$1,000

Goal 1 (State your reading and math goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 48% to 65% and the percentage of students scoring proficient/distinguished in math from 34% to 58%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: 21 st Century tutoring before and after school including a SPED certified teacher	Math Failure Rates	9/23-6/24 Math Teachers, Math PLC Team Lead, and Administration	21 st Century Grant Staffing
		C: Co-teaching with GearUp Academic Interventionist in Math classrooms where our students who need intervention are enrolled	Student MAP Growth	9/23-6/24 Math Teachers, Math PLC Team Lead, GearUp Staff, and Administration	GearUp Staff Funding
		D: Math Club will offer peer tutoring before school	Student MAP, KSA, and ACT Growth	9/23-6/24 Math Teachers, Math PLC Team Lead, PRI Full-Service School Coordinator Staff, and Administration	PRI Staff Funding

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 14% to 60%, the percentage of all students scoring proficient/distinguished in social studies from 44% to 64%, and the percentage of students scoring proficient/distinguished in combined writing from 56% to 71%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of students scoring proficient/distinguished in	KCWP 2: Design and Deliver Instruction	A: Implementation of cross curricular literacy strategies that specifically include BDA reading,	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0

Goal 2 (State your science, social studies, and writing goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 14% to 60%, the percentage of all students scoring proficient/distinguished in social studies from 44% to 64%, and the percentage of students scoring proficient/distinguished in combined writing from 56% to 71%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
science from 14% to 48% by June 30, 2024.		vocabulary inferencing, comparative texts, informational texts, and CER			
		B: Spiraled practice based on standard deficiencies as identified through common assessments and universal screener	Lesson Plans, Walkthroughs	9/23-6/24 Science Teachers, Science PLC Team Lead, and Administration	\$0
	KCWP 3: Design and Deliver Assessment Literacy	A: Implementation of MAP as the universal screener including reading, math, science, and language arts	MAP growth reports	9/23-6/24 Guidance Counselors, Science Teachers, Science PLC Team Leads, and Administration	\$0
		B: Implementation of Edulastic for common assessments	IC, Lesson Plans, Walkthroughs	9/23-6/24 Science Teachers, Science PLC Team Lead, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: Students who are intervention will be tracked for the following: class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth	Science PLC Agendas	9/23-6/24 Science Teachers, Science PLC Team Lead, and Administration	\$0
	KCWP 5: Design, Align, and Deliver Support	A: Implementation of a student incentive program including celebrations for MAP proficiency, MAP growth, growth within intervention class, classroom performance (Principal’s List and Honor Roll)	Student Celebrations, PLC Agendas	9/23-6/24 Science Teachers, Science PLC Team Lead, and Administration	\$1,000

Goal 2 (State your science, social studies, and writing goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 14% to 60%, the percentage of all students scoring proficient/distinguished in social studies from 44% to 64%, and the percentage of students scoring proficient/distinguished in combined writing from 56% to 71%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B: 21 st Century tutoring before and after school including a SPED certified teacher	Science Failure Rates	9/23-6/24 Science Teachers, Science PLC Team Lead, and Administration	21 st Century Grant Staffing
Objective 2 To increase the percentage of students scoring proficient/distinguished in social studies from 44% to 57% by June 30, 2024.	KCWP 2: Design and Deliver Instruction	A: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, comparative texts, informational texts, and CER	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		B: Implementation of a guided reading protocol that incorporates comparative text analysis	Lesson Plans, Walkthroughs	9/23-6/24 Social Studies Teachers, Social Studies PLC Team Lead, and Administration	\$0
	KCWP 3: Design and Deliver Assessment Literacy	A: Implementation of MAP as the universal screener including reading, math, science, and language arts	MAP growth reports	9/23-6/24 Social Studies Teachers, Social Studies PLC Team Lead, and Administration	\$0
		B: Implementation of Edulastic for common assessments	IC, Lesson Plans, Walkthroughs	9/23-6/24 Social Studies Teachers, Social Studies PLC Team Lead, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: Students who are intervention will be tracked for the following: class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth	Social Studies PLC Agendas	9/23-6/24 Social Studies Teachers, Social Studies PLC Team Lead, and Administration	\$0
	KCWP 5: Design, Align, and Deliver Support	A: Implementation of a student incentive program including	Student Celebrations, PLC Agendas	9/23-6/24	\$1,000

Goal 2 (State your science, social studies, and writing goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 14% to 60%, the percentage of all students scoring proficient/distinguished in social studies from 44% to 64%, and the percentage of students scoring proficient/distinguished in combined writing from 56% to 71%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		celebrations for MAP proficiency, MAP growth, growth within intervention class, classroom performance (Principal’s List and Honor Roll)		Social Studies Teachers, Social Studies PLC Team Lead, and Administration	
		B: 21 st Century tutoring before and after school including a SPED certified teacher	Social Studies Failure Rates	9/23-6/24 Social Studies Teachers, Social Studies PLC Team Lead, and Administration	21 st Century Grant Staffing
Objective 3 To increase the percentage of students scoring proficient/distinguished in combined writing from 56% to 64% by June 30, 2024.	KCWP 2: Design and Deliver Instruction	A: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, comparative texts, informational texts, and CER	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		B: Implement Quick Series Editing, Writing, and Reading	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		C: Spiraled practice based on standard deficiencies as identified through common assessments and universal screener	Lesson Plans, Walkthroughs	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0
	KCWP 3: Design and Deliver Assessment Literacy	A: Implementation of MAP as the universal screener including reading, math, science, and language arts	MAP growth reports	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0
		B: Implementation of Edulastic for common assessments	IC, Lesson Plans, Walkthroughs	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: Students who are intervention will be tracked for the following:	ELA PLC Agendas	9/23-6/24	\$0

Goal 2 (State your science, social studies, and writing goal.): By 2026, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 14% to 60%, the percentage of all students scoring proficient/distinguished in social studies from 44% to 64%, and the percentage of students scoring proficient/distinguished in combined writing from 56% to 71%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		class grades on common assessments, trimester midterm and final grades, MAP, and intervention growth		ELA Teachers, ELA PLC Team Leads, and Administration	
	KCWP 5: Design, Align, and Deliver Support	A: Implementation of a student incentive program including celebrations for MAP proficiency, MAP growth, growth within intervention class, classroom performance (Principal’s List and Honor Roll)	Student Celebrations, PLC Agendas	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	\$1,000
		B: 21 st Century tutoring before and after school including a SPED certified teacher	English Failure Rates	9/23-6/24 ELA Teachers, ELA PLC Team Leads, and Administration	21 st Century Grant Staffing

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of students with an IEP scoring proficient/distinguished in reading from 48% to 54% by June 30, 2024.	KCWP 2: Design and Deliver Instruction	A: Continue implementation of CER as a schoolwide writing strategy	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		B: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, comparative texts, and informational texts	Lesson Plans, Walkthroughs	9/23-6/24 Teachers, PLC Team Leads, and Administration	\$0
		C: Students with an IEP when appropriate will utilize a graphic organizer for BDA reading strategies and CER	Lesson Plans, Assessments, Rubrics, and Walkthroughs	9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: The following data points will be used for progress monitoring: class grades on common assessments, trimester midterm and final grades, MAP, and enrichment growth	SPED folders	9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration	\$0
	KCWP 5: Design, Align, and Deliver Support	A: SPED teachers will “name and claim” the students that they will provide accommodations during the Spring testing window.	Student Assignment List	9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration	\$0
		B: SPED teachers will meet twice a month with the students that they have claimed to ensure they are	Teacher logs of meetings and topics discussed	9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		routinely receiving accommodations as provided for in their IEP and answer any questions they may have regarding assessments.			
<p>Objective 2 To increase the percentage of students with an IEP scoring proficient/distinguished in math from 34% to 40% by June 30, 2024.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>A: Continue implementation of CER as a schoolwide writing strategy</p>	<p>Lesson Plans, Walkthroughs</p>	<p>9/23-6/24 Teachers, PLC Team Leads, and Administration</p>	<p>\$0</p>
		<p>B: Implementation of cross curricular literacy strategies that specifically include BDA reading, vocabulary inferencing, comparative texts, and informational texts</p>	<p>Lesson Plans, Walkthroughs</p>	<p>9/23-6/24 Teachers, PLC Team Leads, and Administration</p>	<p>\$0</p>
		<p>C: Students with an IEP when appropriate will utilize a graphic organizer for BDA reading strategies and CER</p>	<p>Lesson Plans, Assessments, Rubrics, and Walkthroughs</p>	<p>9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration</p>	<p>\$0</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>A: The following data points will be used for progress monitoring: class grades on common assessments, trimester midterm and final grades, MAP, and enrichment growth</p>	<p>SPED folders</p>	<p>9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration</p>	<p>\$0</p>
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>A: SPED teachers will “name and claim” the students that they will provide accommodations during the Spring testing window.</p>	<p>Student Assignment List</p>	<p>9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration</p>	<p>\$0</p>
		<p>B: SPED teachers will meet twice a month with the students that they have claimed to ensure they are routinely receiving accommodations as provided for in their IEP and answer any questions they may have regarding assessments.</p>	<p>Teacher logs of meetings and topics discussed</p>	<p>9/23-6/24 SPED Teachers, SPED PLC Team Lead, and Administration</p>	<p>\$0</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, 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 ELLs assessment.					
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 by 2024.	KCWP 5: Design, Align, and Deliver Support	A: A teacher has been identified as their “check in” teacher so they have an adult to monitor their progress daily and identify any barriers the individual student encounters.	ACCESS scores and student classroom performance student program service plan monitoring	Classroom grades; Reading Plus progress; student program service plan monitoring	\$0
		B: Student schedule provides access to academic conversations and interaction opportunities.	ACCESS scores and student classroom performance student program service plan monitoring	Classroom grades; Reading Plus progress; student program service plan monitoring	\$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, WCHS will increase the combined percentage of our School Climate Index and School Safety Index from 60.1 to 70.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the percentage of our Climate Index from 64.1 to 67.1 by June 30, 2024.	KCWP 5: Design, Align, and Deliver Support	A: SEL lessons monthly in Advisor/Advisee using Kagan & cross curricular reading strategies	A&A Lesson Plans, Walkthroughs	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0
		B: One-to-one registration sessions	Registration Forms	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0
		C: 8 th grade Transition Meetings	Registration Forms	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0
	KCWP 4: Review, Analyze and Apply Data	A: GRECC SEL Consultant Walkthroughs	Observation Data	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0
Objective 2 To increase the percentage of our Safety Index from 57.4 to 60.4 by June 30, 2024.	KCWP 5: Design, Align, and Deliver Support	A: SEL lessons monthly in Advisor/Advisee that include appropriate peer interactions in-person and through social media	A&A Lesson Plans, Walkthroughs	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0
		B: Vaping education guest speaker	Student Feedback	9/23-6/24 Teachers, Guidance Counselors, and Administration	\$0

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By 2026, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 89.1 to 105.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 89.1 to 95 by June 30, 2024.	KCWP 2: Design and Deliver Instruction	CTE teachers will assign a CER constructed response (in at least one unit of study) in which students will make a claim and support that claim with evidence from a pathway related text or publication.	Rubrics, Lesson Plans, Curriculum Maps	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$0
		CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment or competencies associated with profession.	Field Trip Requests; Field Trip Student List	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$3,000 (fundraising & LAVEC)
	KCWP 3: Design and Deliver Assessment Literacy	CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$0
		CTE teachers will utilize questioning techniques like those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions or scenarios.	Classroom Assessments; End-of-Program Assessment Reports	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$0
	KCWP 5: Design, Align, and Deliver Support	A: CTE teachers will implement some of the strategies learned in the SEL professional development.	Lesson Plans	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$0
		B: CTE Co-op teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway	Co-op Visit Reports	9/23-6/24 CTE Teachers, CTE PLC Team Lead, and Administration	\$0

Goal 6 (State your postsecondary goal.): By 2026, WCHS will increase the rate of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 89.1 to 105.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards. Teachers will also observe students at work and meet the supervision to discuss student work performance.			
		C: Each pathway will have at least 2 methods of becoming post-secondary ready.	Student Guide Listing of Post-secondary Readiness Opportunities; Master schedule	9/23-6/24 CTE Teachers, CTE PLC Team Lead, Guidance Counselors, and Administration	\$0
		D: Case managers of students with an IEP will progress monitor student growth toward their post-secondary readiness goal	# of Students with an IEP who are post-secondary ready	9/23-9/24 SPED Case Managers, Guidance Counselors, and Administration	\$0
		E: Include virtual dual credit opportunities for students who are in an alternate placement	Student Enrollments	Guidance counselors, Administration, and DPP	\$0
		F: CTE Teachers and guidance counselors will conference with student regarding ways to complete a pathway and become post-secondary ready within the pathway.	# of Students Completing a Pathway & Post-secondary Ready Within the Pathway	9/23-6/24 CTE Teachers, CTE PLC Team Lead, Guidance Counselors, and Administration	\$0

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By 2026, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 93.6 to 97.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 93.6 to 96 by June 30, 2024.	KCWP 5: Design, Align, and Deliver Support	A: Conference with students who are experiencing barriers in attendance regarding options for alternate settings and hardship graduation	Student Enrollments	Guidance counselors, Administration, and DPP	\$0
		B: SPED Teachers will meet with their “name & claim” students to monitor classroom academic progress	# of Students with an IEP that Graduate	SPED Teachers, Guidance Counselors, and Administration	\$0

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.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

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.

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.	<input checked="" type="checkbox"/>
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