



## 2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## **2023-2024 Phase One: Continuous Improvement Diagnostic for Districts**

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2023-24 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

### **Phase Three: November 1 - January 1**

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

### **Phase Four: January 1 - December 31**

- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

***As superintendent of the district, 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 district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).***

Please enter your name and date below to certify.

John L. Siler

08-29-23



## 2023-2024 Phase Two: District Safety Report

2023-2024 Phase Two: District Safety Report

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## 2023-24 Phase Two: District Safety Report\_UAT District 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.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

### Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

*Please reference the appropriate board policy number(s) and/or title(s) in the comment box.*

#### 5.4 Safety

2. Has each 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)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further 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 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

3. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

4. Has each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

6. 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 for review?

*If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

7. Are practices in place to control access to each 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 all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes

8. Was each 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 on file for review?

*Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes.

Boston Elementary July 2023

Whitley East Elementary August 2023

Pleasant View Elementary July 2023

Oak Grove Elementary July 2023

Whitley Central Intermediate July 2023

Whitley Central Primary July 2023

Whitley County High School July 2023

Whitley County Middle School July 2023

Whitley North August 2023

9. Did each 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 each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.*

Yes, August 8, 2023

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

*If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.*

Yes

12. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district 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 Districts

2023-2024 Phase One: Executive Summary for Districts

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## 2023-2024 Phase One: Executive Summary for Districts

### Description of the District

Describe the district'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 district serves?

Whitley County is located in the Cumberland Mountains in southeastern Kentucky and has a total of 438 square miles. It is located at least 80 miles from economic and cultural advantages found in larger cities. The demographic makeup of the county has not noticeably changed over the past five years. According to the U. S. Census this includes: 97 % white, 1.0% black, 0.3% Indian, 0.5% Asian, 1.8% Hispanic/Latino, and 1.4% who identify as two races or more. Furthermore, the county has a population of approximately 36,873 people. According to the Kentucky Center for Statistics, the July 2023 unemployment rate was 5.5%. The U.S. Census reports the median household income for Whitley County is \$41,817, which is well below the Kentucky state average of \$69,021. There is also 82.5% of the county's population that are high school graduates or higher. According to the 2022 - 2023 Qualifying Data Report, 100% of Whitley County's students receive free or reduced lunch. These cultural and economic deprivations are learning barriers our school district must work to overcome. The Whitley County School District, established in 1818, serves students from preschool through grade 12. The schools include one primary, one intermediate, five elementary, one middle, one high, one alternative, and one virtual school. Our district also houses an Adult Education Center that provides service to community members including parents of our students. Our district has contracted with Cumberland River Behavioural Health so that counselors can be housed within certain schools that serve students on a daily basis. Each school also utilizes their Family Resource Center/Youth Service Center, as part of our mission, to enhance students' ability to succeed in school by developing and sustaining partnerships that promote early learning and successful transition to school; academic achievement and well-being; and graduation and transition to adult life. The schools serve the students, as well as the surrounding communities, and the schools' facilities are used extensively by the community members. The district continues to grow and prosper with the addition of the new CTE building on our central campus. This building houses a carpentry classroom and lab, electrical classroom and lab, and a JROTC room. Our district has also updated several heating and air systems in our schools. The high school football field was changed to an artificial turf, the middle school football field and track are in the process of being updated, and the high school weightroom facilities were updated. Opportunities for post-secondary education are varied, with several universities within the vicinity: University of the Cumberlands, Union College, Eastern Kentucky University - Corbin Campus, and Somerset Community College's Laurel County Campus are all within a 25 - mile radius.

District Stakeholders

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

The Whitley County School District uses various approaches to engage a variety of stakeholders in the improvement planning process. Various stakeholders are consulted throughout the school year. This occurs through instructional leadership meetings, program manager meetings, principal meetings, school professional learning communities (PLCs), School-Based Decision Making (SBDM) Council meetings, district grade level meetings, FRYSC meetings, and community partnership meetings. Principals, teachers, instructional coaches, other school leaders, and paraprofessionals meet in PLCs to disaggregate data and determine the needs of individual students to best support them in their learning. Minutes of the PLC meetings are approved by the Deputy Superintendent. Furthermore, district level administration in collaboration with principals, monitors school improvement strategies focusing on data disaggregation results for continued school success. Instructional coaches provide instructional support to teachers designed to assist in reducing the gap between prior or current achievement and success criteria through targeted, specific, timely, user-friendly, actionable, and positive feedback. When the needs assessment data is gathered, the plan will be developed to address the identified needs in order to provide the most effective services and assistance to students and staff in our district. Stakeholder input is collected from discussions and conversations from parents, students, teachers, principals, staff, family resource directors, program directors, and community members.

#### District's Purpose

Provide the district'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 district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary to function as productive citizens in the community. The Whitley County School District Leadership and Instructional Team provides a systemic instructional process which includes: coordinating and providing resources for school Multi-Tiered Systems of Support teams to address academic needs for students; continuing to provide research-based resources for reading, math, science, social studies, and writing; maintaining a system of progress monitoring as evidenced by tools such as progress monitor data, lesson plans, walk through documentation, common assessments, and professional learning communities; building capacity of teachers to utilize the literacy strategies provided by GRREC to meet the cognitive demands of the Reading and Writing Standards; building capacity of teachers to implement through course task, classroom embedded assessments, and claim-evidence-reasoning instruction to meet the cognitive demands of the Next Generation Science Standards; continuing to provide gifted and talented workshops to elementary students to provide enriching lessons and activities that focus on identified gifted areas; address the barriers that homeless children and youth face enrolling, attending, and succeeding in school; and continuing to provide technical

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assistance and support for schools in software setup: STAR, Accelerated Reader, Study Island, MAP, AIMSweb Plus, Review 360, Amira, IXL, Generation Genius, Edulastic, and other core programs. Academic programs include Reading Recovery, CIM (Comprehensive Intervention Model), Bridges Intervention (Math), Aleks (High School Math Intervention), Reading Plus (High School Reading Intervention), 21st Century Community Learning Centers, Save the Children Early Steps to Schools Success, GEAR UP Mentoring and Tutoring, honors courses, Advanced Placement courses, and Dual Credit courses. Vocational programs offered through the Corbin Area Technology Center include career pathways focused on automotive technology, electrical technology, emergency management services, engineering and aerospace, health sciences, informational technology, criminal justice, and welding. Vocational programs are also offered through career pathways on campus; these courses include administrative support, allied health, agriculture power, structural and technical systems, business and marketing education, business multimedia, culinary marketing, web development administration, education, engineering, Bio-Med, electrical, welding, and carpentry. Athletic programs include baseball, basketball, softball, fishing, cheerleading, cross country, football, golf, soccer, tennis, track and field, volleyball, wrestling, and eSports. The Whitley County School District offers a diverse curriculum and provides a variety of programs and services designed to meet the needs of ALL students, regardless of race, color, national origin, sex, age, poverty, and disability. The Whitley County School District's Comprehensive Improvement Plan is data driven and based on results from state assessments, district assessments, universal screener, common assessments, surveys, etc. Test results are disaggregated into subgroups to highlight celebration points and areas to target for needed assistance and support. The district leadership team analyzes district level data to pinpoint assistance and support improvement efforts in the areas of curriculum, instruction, and assessment. Comprehensive student support services are coordinated through 21st Century Community Learning Centers, Title I, Save the Children (including CHANGE, Reading and Literacy, Math Literacy, Kindergarten Readiness, and Early Steps to School Success programs), Special Education, Gifted and Talented, Family Resource/Youth Service Centers, alternative education, early childhood programs, adult and community education, and dropout prevention. Classroom teachers regularly differentiate instruction based on student achievement and success in a safe, secure, and nurturing environment for teaching and learning. All schools in the district have implemented professional learning communities (PLC) that focus on student learning through three major components: curriculum, instruction, and assessment. The format for the professional communities follows a process of continuous improvement that incorporates planning, analysis of results, and next steps to move students learning forward. Supported by district coaches, each school analyzes its own student performance data and uses the results to drive instruction and improvement plans. Every school offers various opportunities for students in arts and humanities, physical education, practical living and technology that are embedded in the curriculum. The Whitley County School District is committed to providing a safe, supportive environment to meet the individual needs of all students to ensure that students are transition ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with

graduation, college, career and life. We envision providing our students a learning experience in which all students achieve proficiency.

### Notable Achievements and Areas of Improvement

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

The technology to student ratio is 1 to 1 for all students in grades K - 12. All teachers have a Chromebook and a paid Zoom account in which they can hold Zoom sessions with their classes and record those sessions for students and parents to watch, if needed. All classrooms are equipped with ViewSonic Interactive Boards/Panels, OptiPlex 5080 desk top computers, and document cameras. Our Chief Information officer is an Apple Certified Support Professional, Apple Certified Technical Coordinator, and Microsoft Certified. The Whitley County Director of Pupil Personnel also serves on the KDE Safe Schools Advisory Committee. The committee looks at Infinite Campus data and safe school data that must be reported to the state and looks at best practices and informs school districts of the best practices. The Director of Pupil Personnel is also on the Reclaiming Futures local committee. The Whitley County School District receives several grants that are assisting our schools with instruction and intervention. The district is in the third year of the Kentucky Comprehensive Literacy Grant, second year of professional learning implementation, to help provide literacy professional learning and a literacy rich environment from birth to 12th grade. All seven of our elementary schools received the Reach to Achieve (RTA) grant which provides professional learning about reading intervention in small groups, individual, or collaborative setting to students in kindergarten through 3rd grade. All seven of our elementary schools also receive the Reading Diagnostic and Intervention Fund grant and the Math Achievement Fund grant. Our district also has seven full sites, one at each elementary school, of Save the Children. These extensive grants have several components: In-School Literacy (Reading and Math), After-School Literacy, Healthy Choice, Early Steps to School Success, Basic Sponsorship Education, Community Engagement, and Kindergarten Readiness. All seven of our elementary school, our middle school, and our high school have also received the 21st Century Community Learning Center grants which provides academic intervention and enrichment activities along with youth development activities. Clubs are offered throughout the school and year and during summer. Clubs focus on academics, physical education, and leadership. Educational services and skill building activities are offered to family members of participating students to further engage parents in their student's learning and achievement goals. Our district also received the Stronger Connections Award. This is the 3rd year our district is a part of the GEAR Up grant. This grant focuses on college and career readiness and provides tutoring, counseling, mentoring, and guidance to students in the 8th and 9th grades. This grant will follow this cohort of students through their journey of high school and into their first year of college. The Whitley County School District has also received the McKinney-Vento Grant, the Stewart F. McKinney Homeless Grant, and the American Relief Program SBM Homeless Grant. All of these grants assist our district in providing needed services to our students who qualify as homeless. The district improvement

committee consist of School Based Decision - Making Councils (SBDM); curriculum planning committees; KyCL teacher cohort; AIMSweb Plus, Review 360, Study Island school leaders; and professional learning communities (PLCs). The district provides systemic teacher evaluations for professional growth. Sixth grade transition activities occur as a collaboration between our elementary schools and our middle school. Technology continues to be developed and updated to meet the district's teaching and learning needs.

#### Additional Information

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

The Whitley County School District employees five instructional coaches and a technology integration specialist who coordinate educational programs to ensure student and teacher success. The coaches provide support and guidance in continued application of the Kentucky Academic Standards. They offer support and job-embedded professional learning through co-teaching, professional learning communities, and professional learning sessions. They provide teachers and administrators with instructional needs and interventions as needed. They also coordinate and facilitate reading and math nights which involve parents and community members in academic activities. Four of the instructional coaches and four teacher leader/coaches are participating in the Deeper Learning Coaching Initiative. The district provides a variety of services for students with disabilities and for teachers of special needs students. Whitley County maintains a partnership with higher education organizations and the local college to train pre-service teachers and to ensure the success of new and intern teachers. Four instructional coaches oversee the Colonel Teacher Internship Program for new teachers. This program meets monthly and the teachers are provided with instructional strategies that can be used in the classroom. The Whitley County School District also maintains community outreach initiatives to improve student success by connecting with their environment. The Whitley County McKinney - Vento Homeless Liaison helps identify students who lack basic life necessities. The program helps to eliminate these and other non-instructional barriers to learning. The liaison also serves on the board for the local homeless shelter. Another community - based program is the Parents As Volunteer Educators (PAVE), which recruits parents and coordinates their efforts to assist in the schools, working with teachers and students. Adult education programs, including GED assistance, are provided free of charge by the school district. Save the Children initiatives and programs target at-risk students early in life and offer academic and motivational activities. Through a federal grant award, the school district provides free breakfast and lunch to all students. The Whitley County School District Public Relations Department keeps the community informed about school news and programs. All of the preschool centers in the Whitley County School District received a 5 KY All-STARS rating.

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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## 2023-2024 Phase Two: The Needs Assessment for Districts

2023-2024 Phase Two: The Needs Assessment for Districts

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## **2023-24 Phase Two: The Needs Assessment for Districts**

### **Understanding Continuous Improvement: The Needs Assessment for Districts**

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 districts 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 districts, each district 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 of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The Whitley County School District developed the needs assessment and data process in conjunction with the district leadership team, school leadership teams, district program directors, Whitley County Board of Education members, and community stakeholders. These various partners share a vision that students and community come first in our district. We also share a common goal of continuous improvement that will result in success for all learners. Our district uses multiple forms of data available for review and analysis, focusing on three major concepts to support ongoing improvement: Learner-Centered, Demonstration of Equity, and

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Learner Well-Being. Our focus is to sustain a culture for learning where all stakeholders are actively involved and supportive, and the learners' academic and non-academic interests and needs are the prime focus. Our district demonstrates leadership for learning through the communication of high expectations and engagement which are embedded in our culture.

The Whitley County School District implements a comprehensive assessment system that produces data about student learning and system effectiveness and uses the results to guide continuous improvement. The data sources that focus on student performance include Kentucky Summative Assessment (KSA), ACT, Post-Secondary Readiness, MAP, TEDS, common assessments, IOWA Assessment, Brigance Data, MasteryPrep, MTSS/RTI and progress monitoring data, Individual Learning Plans (ILPs), and principal walk-through observations. Sources of learning environment data include Impact Kentucky Survey results, principal walk-through observations, professional growth plans, professional development surveys, Family Resource/Youth Service Center data, and Parents as Volunteer Educators (PAVE) data. System efficiency data includes superintendent walk-through data, informal site visits, school and district leadership team minutes, budgets, and financial data.

The district instructional team meets frequently to analyze and discuss assessment data and concentrates on the following questions:

- In what subject areas are we performing well?
- What are our areas of strength?
- Where are our gaps? In what subgroups do they exist?
- What grade levels are performing well in the areas of reading, math, science, social studies, editing and mechanics, and on-demand writing?
- Are there emerging trends in the data? If so, where do they exist? What are the trends revealing?
- What specific Kentucky Academic Standards do we need to identify for improvement?
- Are we demonstrating progress with continuous improvement goals and strategies? Where should we focus our efforts?
- Are our students demonstrating growth from district assessments to state assessments? What needs from the subgroups do we need to target for support? How do we focus our efforts on those students who are not demonstrating growth? How do we enrich learning for students to encourage growth?
- What percentages from our level of achievement make up our status scores? Are most of our students reaching proficiency in each subject area? Have we reduced the number of students scoring novice in each subject area? How can we describe our level of change? Where can we focus our efforts to increase our change score?
- What program areas need support to assist with our whole-child approach?
- What percent of our students are college and/or career-ready? What percentage are academically ready? What percentage are career-ready? How

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should we focus our efforts so students are prepared to succeed in the next stage of their lives?

- What career and technical education areas are our students receiving certification? What areas do we need to focus on? What standards do we need to target according to trend data?
- How are English Learners progressing? Are there barriers we need to identify and remove to increase the success of these students? What resources will assist in this endeavor?
- What percent of our students are graduating within 4 years? Within 5 years? What do the trends indicate? Are there barriers we need to identify and remove to increase the graduation rate of these students?
- What improvements do we need to make in regard to Educating All Students; Feedback and Coaching; School Climate; School Leadership; and Staff-Leadership Relationships?

In addition to answering these questions, we examine our alignment with the Kentucky Board of Education Delivery Targets through the evaluation of the Key Core Work Processes:

- Design and Deploy Standards - What should students know and be able to do? Is the curriculum taught at a high level of fidelity? How do teachers adjust the curriculum content to meet students' needs based on formative and summative assessments? Is it effective? Is our protocol for reviewing and revising the curriculum effective in meeting curricular needs?
- Design and Deliver Instruction - How will they learn it? Is our protocol for ensuring instructional needs are met through Tier 1 and Tier II effective? How do we ensure that appropriate and effective high-yield strategies are implemented and are effective?
- Design and Deliver Assessment Literacy - How will we know if they have learned it? Have we ensured that our assessment system is balanced? Are we continuing to use appropriate assessment design that best evaluates the level of student learning? Are teachers using feedback effectively? How well are students communicating and evaluating their progress and setting learning goals?
- Review, Analyze, and Apply Data Results - How will we know if they have learned it? Have we ensured that assessments are high quality and aligned to the rigor of the standards? How is student data being used to drive instruction? Are students achieving mastery of the standards? Are we reducing the number of students scoring novice?
- Design, Align, and Deliver Support - What will we do if they know it already, don't know it, or need other support? Are our processes for monitoring behavioral and academic interventions effective? Can we identify and involve stakeholders to assist in improvement planning and measuring progress toward our goals?
- Establish Learning Culture and Environment - What will we do if they know it already, don't know it, or need other support? How are we ensuring that all classrooms are culturally responsive to students' needs? How do we develop

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educator capacity and ensure that all educators are successful? Are we effectively addressing barriers to learning with students and parents/guardians?

Under the guidance of the Superintendent and Deputy Superintendent, the Whitley County School District Leadership Team assists our schools with additional support, communicates district-wide expectations and policies, and obtains substantial stakeholder involvement to support the academic achievement and growth of all our students. District instructional coaches provide regular assistance and support to all schools as well as maintain curriculum resources and highlight best practices in all subject areas. Reports from curriculum, assessments, and instructional programs including Study Island, MAP, common assessments, AIMSweb, Accelerated Reader, Amira, STAR Reading and Math, STAR Early Literacy, IXL, MasteryPrep, etc. are utilized and reviewed for implementation, support, and impact on student learning and achievement. Data disaggregation occurs through weekly PLC meetings and scheduled flex time with the Plan, Do, Study, Act Protocol. Principals present data results, improvement plans, delivery targets, and next steps to their School-Based Decision Making (SBDM) Councils. Additionally, principals present this information to the members of the Whitley County Board of Education. Progress monitoring is common practice through implementation and impact checks as they are part of the SBDM agendas. Regular monitoring and support are provided through the district leadership team. Teachers continue to utilize the Google Classroom platform for teaching and learning with their students.

### Review of Previous Plan

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

The Whitley County School District reviewed the implementation of the goals, objectives, strategies, and activities of the previous years' implementation of the Comprehensive District Improvement Plan (CDIP). One success is our overall performance rating for the elementary and middle school level which is rated green (high) and the high school level is rated yellow (medium). At the elementary level, the performance rating for the State Assessment Results for Reading and Math and Science, Social Studies, and Combined Writing is green (high), and the performance rating for the Quality of School Climate and Safety is blue (very high). At the middle school level, the performance rating for the State Assessment Results for Reading and Math is blue (very high) and the State Assessment Results for Science, Social Studies, and Combined Writing is green (high). The performance rating for the Quality of School Climate and Safety at the middle school level is green (high). At the high school level, the performance rating for the State Assessment Results for Reading and Math and Science, Social Studies, and Combined Writing is green (high). The performance rating for Post Secondary Readiness and Graduation Rate at the high school level is green (high). This success can be attributed to the following:

- A district instructional coach assigned to each school who provides support through PLCs

- Intensive data review and analysis
- Focus on barriers to eliminate social and emotional obstacles
- District and school-wide MTSS teams
- Accelerated instruction with intervention and enrichment supports
- Deeper learning initiative targeting student engagement
- Literacy initiative to leverage content in math, science, and social studies

The Whitley County School District will continue to implement strategies and activities that have resulted in successful outcomes while making additions that will target new areas of concern.

### Trends

3. After 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 district saw an 11% increase in novice scores in reading among students with achievement gaps.

The Whitley County School District has compared data trends from the previous two academic years. It is important to note that in 2021-2022, the accountability system included status for the each of indicator scores. For the 2022-2023 school year, the accountability system incorporated both status and change into the indicator scores.

The Whitley County School District has compared data trends from the previous two academic years. It is important to note that in 2021-2022 accountability data was based on status scores. In 2022-2023, accountable data is based on both status and change scores.

At the elementary level, the index score for reading improved from 75.4 to 79.9, an increase of 4.5. In math, the index score improved from 70.9 to 71.8, an increase of 0.9. The science index score gained 0.5, increasing from 71.2 to 71.7. In social studies, the index score improved from 67.0 to 75.2, an increase of 8.2. Our largest gain of 10.4 was in writing which improved from 69.6 to 80.0.

At the middle school level, the index score for reading improved from 68.7 to 74.9, an increase of 6.2. In math, the index score improved from 64.0 to 71.6, a gain of 7.6. The science index score gained 0.7, increasing from 54.5 to 55.2. In social studies, the index score decreased from 58.0 to 57.9, a decline of 0.1. In combined writing, the index score improved from 68.4 to 70.5, an increase of 2.1.

At the high school level, the reading index score gained 2.8, improving from 62.0 to 64.8. In math, the index score decreased from 54.2 to 52.5, a decline of 1.7. The science index score declined 1.5, decreasing from 37.6 to 36.1. In social studies, the index score improved from 51.5 to 59.1, an increase of 7.6. In combined writing, the

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index score improved from 68.8 to 70.8, an increase of 2.0. In post-secondary readiness, the index score improved 4.3, increasing from 74.8 to 79.1. The graduation rate increased from 92.6 to 94.5, a gain of 1.9.

Based on trend data from the last two years, at the elementary level, our largest index score gains are in combined writing (+10.4) and social studies (+8.2). At the elementary level, the index score slightly improved in science (+0.5) and math (+0.9). The percentage of students scoring novice at the elementary level decreased in reading (-5%), math (-1%), social studies (-5%), and combined writing (-1%). At the middle school level, our largest index score gains are in math (+0.7) and reading (+6.2). At this level, the index score in social studies slightly declined (-0.1) while the science index score slightly increased (+0.7). The percentage of students scoring novice at the middle school level, decreased in reading (-6%), math (-5%), science (-2%), and combined writing (-1%). At the high school level, our largest index score gains are in post-secondary readiness (+4.3), reading (+2.8), combined writing (+2.0), and graduation rate (+1.9). At this level, the index score declined in math (-1.7) and science (-1.5). The percentage of students scoring novice at the high school level, decreased in reading (-8%), social studies (-4%), and combined writing (-1%).

Trends indicate that the percentage of students with behavior events increased from 6.4% in the prior year to 7.1%, an increase of 0.7%. The largest categories of events are harassment/bullying (24.1%), tobacco (53.9%), and other events resulting in state resolutions (40.1%). According to the Teacher Working Conditions (Impact Kentucky) data, the percentage of favorable results increased in School Climate from 72% to 75%, a gain of 3% in Managing Student Behavior from 77% to 81%, an increase of 4%; and in School Leadership from school 70% to 77%, an increase of 7%.

#### Current State

4. Plainly state the current condition of the district 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%.

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### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Whitley County's School Report Card reports the percentage of students scoring novice, apprentice, proficient, and distinguished for all students assessed in our district on the Kentucky Summative Assessment. At the elementary level, 58% of students scored proficient/distinguished in reading; 52% in math; 48% in science; 56% in social studies; and 59% in combined writing. The percentage of students scoring novice at the elementary level is 12% in reading; 16% in math; 12% in science; 18% in social studies; and 7% in combined writing. At the middle school level, 57% of students scored proficient/distinguished in reading; 55% in math; 29% in science; 40% in social studies; and 51% in combined writing. The percentage of students scoring novice at the middle school level is 17% in reading; 21% in math; 21% in science; 33% in social studies; and 12% in combined writing. At the high school level, 46% of students scored proficient/distinguished in reading; 33% in math; 13% in science; 41% in social studies; and 52% in combined writing. The percentage of students scoring novice at the high school level is 22% in reading; 30% in math; 41% in science; 30% in social studies; and 12% in combined writing.

The average ACT Composite score for students in the 11th grade for our district is 18.5 with an average English score of 18.5; reading at 19.2; math at 17.4; and science at 18.5. The percentage of students meeting benchmarks on the ACT in English is 53%; 48% in reading; and 29% in math. Our average 4 year and 5 year graduation rate stands at 94.3. The composite score for the Brigance screener shows that 46% of students are ready for kindergarten. Our scores for the domains show that 24% of students scored average or above in the Academic/Cognitive domain; 74% in the Language Development domain; 43% in the Physical Development domain; 45% in the Self-Help domain; and 78% in the Social Emotional domain. According to the Quality of School Climate and Safety survey, at the elementary level, 100% of students agree/strongly agree that adults from their school work hard to make sure students are safe. At the elementary level, 99% of students agree/strongly agree that adults from their school care about them. 96% of students at the middle school level and 86% at the high school level, agree/strongly agree that adults from their school work hard to make sure students are safe. 96% of students at the middle school level and 87% at the high school level, agree/strongly agree that adults from their school care about them.

Data shows that 14.4% of the student population enrolled in dual credit courses with 72.0% of students having a qualifying grade. Our School Report Card shows that our district served 4,683 students in which 81.2% are economically disadvantaged; 26.6% are identified as students with disabilities; and 7.0% are considered homeless. Our retention rate for grades 4-12 is 1.3% and our dropout rate is at 0.7%. Teacher data from the School Report Card shows that we have 290 full-time equivalent teachers. Our student to teacher ratio stands at 13:1. We have 7.6% of teachers identified as inexperienced with 3 years or less experience; 1.7% are nationally board-certified teachers; and 2.4% hold emergency or provisional

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certificates. Our teacher turnover rate is 15.8%. The educator qualifications shows that our teachers hold the following credentials: 17.1% Bachelor's; 57.5% Master's; 45.8% Rank 1; and 36.0% Specialist. The average years of school experience is 12.7%. The Teacher Working Conditions from the Impact Survey show the following favorability: School Climate - 75%; Managing Student Behavior - 81%; and School Leadership 77%.

Our high school exited out Targeted Support and Improvement (TSI) status. Previously, the high school was identified as the lowest performing five percent of all schools in the subgroup, students with disabilities. This year, students with disabilities improved the indicator score and had a significant amount of change in most areas - State Assessment Results in Reading and Math (+15.2); State Assessment Results in Science, Social Studies, and Combined Writing (+2.7); Postsecondary Readiness (+8.4); and Graduation Rate (+3.2).

#### 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 District Improvement Plan (CDIP) 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.

One area of concern is the high percentages of students scoring novice and the low percentages of students scoring proficient/distinguished. At the elementary level, the highest percentage of students scoring novice was in social studies (18%) and math (16%). The lowest percentage of students scoring proficient/distinguished at the elementary level was in science at 48%. At the middle school level, there were a high percentage of students scoring novice in social studies (33%). There is a low percentage of students scoring proficient/distinguished in science (29%). At the high school level, there is a high percentage of students scoring novice in math (30%), science (41%), and social studies (30%). There is a low percentage of students scoring proficient/distinguished in science (13%) and math (33%) at the high school level.

Another area of concern is the achievement gaps among the various groups. At the elementary level, 50% of economically disadvantaged students scored proficient/distinguished in math as compared to 64% of the non-economically disadvantaged students. Also at the elementary level, 36% of our homeless students scored proficient/distinguished in science as compared to 50% of the non-homeless students. In combined writing at the elementary level, 56% of our economically disadvantaged students scored proficient/distinguished as compared to 72% of our non-economically disadvantaged students. At the middle school level, 54% of our

economically disadvantaged students scored proficient/distinguished in reading compared to 67% of the non-economically disadvantaged students. In math, 60% of males scored proficient/distinguished compared to 50% of females; 52% of economically disadvantaged students scored proficient/distinguished compared to 68% of the non-economically disadvantaged students; and 44% of homeless students scored proficient/distinguished compared to 55% of non-homeless students. There was also a large gap in the percentage of homeless students scoring novice (31%) compared to the non-homeless (20%). At the middle school level, 37% of males scored proficient/distinguished in science compared to 23% of females. In social studies, 45% of males scored proficient/distinguished compared to 35% of females. Only 37% of economically disadvantaged students scored proficient/distinguished in science compared to 55% of the non-economically disadvantaged students. This group also had a large gap with 35% of economically disadvantaged students and 24% of non-economically disadvantaged students scoring novice. At the middle school level, only 32% of homeless students scored proficient/distinguished compared to 41% of non-homeless students. In combined writing, 48% of economically disadvantaged students scored proficient/distinguished compared to 69% of non-economically disadvantaged students. At the high school level, 45% of economically disadvantaged students scored proficient/distinguished in reading compared to 55% of non-economically disadvantaged students. 40% of students with disabilities scored at the proficient/distinguished level compared to 51% of students without disabilities and 42% of students with disabilities scored novice in reading compared to 16% of students without disabilities. In math, 28% of economically disadvantaged students scored proficient/distinguished compared to 45% of non-economically disadvantaged students. In combined writing, 58% of females scored proficient/distinguished compared to 28% of males and 47% of economically disadvantaged students scored proficient/distinguished compared to 67% of non-economically disadvantaged students.

An area of concern is the perception of students based on their responses to the Quality of School Climate and Safety Survey. The indicator score at the elementary level is very high, and we plan on maintaining the high status. At the middle school level, the rating for student perception is high, and the high school level the rating for student perception is medium. At each level, the climate index is higher than the safety index. At the elementary level, students felt that other students are being mean or hurtful to other students in person and online. At the middle school and high school level, bullying and internet bullying were identified as concerns.

At the high school level, the post-secondary readiness status for all students is 79.1 (medium) with a change of +4.3 compared to students with disabilities whose post-secondary readiness status is 57.7 (very low) with a change of +6.5. The graduation rate of all students is 94.5 (medium) with a change of +1.9 compared to students with disabilities whose graduation rate status is 87.4 (low) with a change of +6.7.

### Strengths/Leverages

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

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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.

The Whitley County School District's most remarkable strength is our personnel.

Our teachers have developed a growth mindset that is translated to improvements in instructional practice. We have incorporated professional learning communities (PLCs) which have contributed to closing achievement gaps. Our structure of PLCs has enabled us to focus on student learning, collaboration, and data-driven instruction. The variety and scope of course offerings at the middle and high school level have expanded greatly due to our focus on the alignment and sequence of pathways offered through our Career and Technical Education (CTE) programs.

Opportunities for students continue to increase as we have added the following pathways in the past two years: health science, engineering, welding, carpentry, electrical, and teaching and learning. We also have a newly constructed CTE building on our main campus. We secured the Kentucky Comprehensive Literacy (KyCL) grant for our district and the Read to Achieve grant for our students. We added a Math Achievement Mini-Grant and Reading Diagnostic and Intervention Fund grant to assist with the purchase of Tier 2 materials and professional learning.

As a district, we have increased student exposure to technology through the purchase of chromebooks that are implemented as one-to-one in kindergarten through twelfth grade.

At the elementary level, the state assessment results for reading and math indicator is high for all students with a change of +2.7 over the prior year. The state assessment results for science, social studies, and combined writing is high for all students with a change of +6.3 over the prior year. The Quality of School Climate and Safety survey level is very high. The highest index scores at the elementary level is combined writing with a 80.0 and reading with a 79.9. At the middle school level, the state assessment results for reading and math is very high with a change of +6.9 over the prior year. The state assessment results for science, social studies, and combined writing is high with a change of +0.9. The Quality of School Climate and Safety survey level is high. The highest index score is reading with a 74.9 and math with a 71.6 at the middle school level. At the high school level, the state assessment results for reading and math is medium with a change of 0.6 for all students and +15.2 for students with disabilities.

## 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

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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**

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 Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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 (CDIP) diagnostic and template.

KCWP 1: Design and Deploy Standards - Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. We will focus specifically on the Kentucky Academic Standards for Science at all levels throughout the district. We will also focus on the Kentucky Academic Standards for Social Studies for middle school and high school. We will continue focus on the Kentucky Academic Standards for Math and implementation of the mathematical practices.

KCWP 2: Design and Deliver Instruction - Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that meet the intent of the learning standards. We will continue to develop student watch lists/at-risk lists for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans will continue to be developed for these identified students and intervention strategies will be outlined and discussed. Instruction will focus on expanding teaching strategies through GRREC training and the Deeper Learning initiative.

KCWP 5: Design, Align, and Deliver Support - The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. The team will continue to align resources to needs to ensure all

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systems work together for success and student data is regularly monitored. Support will include attending PLCs, providing resources specifically those for student engagement and instructional strategies, assisting with tiered interventions, and collectively analyzing data.

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# Attachment Summary

| Attachment Name  | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Key Elements |             | • 7                |

## Key Elements of the Teaching and Learning Environment – District

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 district 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 District Improvement Plan (CDIP).

| Key Elements  | Is this an area of focus?<br>Yes/No | Specific Processes, Practices or Conditions Identified for Focus  |
|---|-------------------------------------|---|
| <p><b>KCWP 1: Design and Deploy Standards</b><br/>Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?</p>  | Yes                                 | Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. We will focus specifically on the Kentucky Academic Standards for Science at all levels throughout the district. We will also focus on the Kentucky Academic Standards for Social Studies for middle school and high school. We will continue focus on the Kentucky Academic Standards for Math and implementation of the mathematical practices. |
| <p><b>KCWP 2: Design and Deliver Instruction</b><br/>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                                 | Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that meet the intent of the learning standards. We will continue to develop student watch lists/at-risk lists for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans will continue to be developed for these identified students and intervention strategies will be outlined and discussed. Instruction will focus on expanding teaching strategies through GRREC training and the Deeper Learning initiative.  |
| <p><b>KCWP 3: Design and Deliver Assessment Literacy</b><br/>Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes</p>   | No                                  | Teachers along with instructional coaches emphasize assessment for learning strategies where data is used formatively to drive instruction. Students are enabled to take responsibility for their own learning by setting personal goals. Common assessments are  |

Key Elements of the Teaching and Learning Environment – District

| Key Elements   | Is this an area of focus?<br>Yes/No | Specific Processes, Practices or Conditions Identified for Focus  |
|--|-------------------------------------|---|
| four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?   |                                     | aligned to standards and are implemented district-wide. Teachers analyze student data from common assessments and provide detailed feedback to students.  |
| <p><b>KCWP 4: Review, Analyze and Apply Data</b><br/>Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?</p>                    | No                                  | Our schools are implementing data walls, data notebooks, or data tracking systems in order to drill down to individual students. In professional learning communities, teachers collectively analyze school data to make informed decisions, determine priorities for individual student success, and improve practice.   |
| <p><b>KCWP 5: Design, Align and Deliver Support</b><br/>Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>   | Yes                                 | The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. The team will continue to align resources to needs to ensure all systems work together for success and student data is regularly monitored. Support will include attending PLCs, providing resources specifically those for student engagement and instructional strategies, assisting with tiered interventions, and collectively analyzing data. |
| <p><b>KCWP 6: Establishing Learning Culture and Environment</b><br/>Has our district 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                                  | The Whitley County School District ensures that each school's culture and environment optimize student learning and creates support for positive behavior. The instructional leadership team is focusing efforts on creating and developing growth mindset as well as implementing instruction for students of poverty that are research and evidence-based.  |



## 2023-2024 Phase Two: District Assurances

2023-2024 Phase Two: District Assurances

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## 2023-24 Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district 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.

#### District Assurances\_UAT

The district hereby ensures that the FY 2023-2024 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

o N/A

**COMMENTS**

# Attachment Summary

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



## 2023-2024 Phase Three: The Superintendent Gap Assurance

2023-2024 Phase Three: The Superintendent Gap Assurance

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## 2023-2024 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
  - Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



## 2023-2024 Phase Three; Comprehensive District Improvement Plan

2023-2024 Phase Three; Comprehensive District Improvement Plan

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## 2023-24 Phase Three: Comprehensive District Improvement Plan

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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).

### Operational Definitions

**Goal:** Long-term three- to five-year targets based on the seven (7) required district goals: 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 Districts.

**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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 the district will take to deploy the chosen strategy. There can be

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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 initiative.

#### Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- 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
- Graduation Rate
- Achievement Gap

#### Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. 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 District Improvement Plan (CDIP)

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

#### **ATTACHMENTS**

##### **Attachment Name**

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Whitley County School Comprehensive District Improvement Plan

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


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

Whitley County Schools will continue the improvement planning process involving multiple stakeholders. Our greatest areas of concern that are addressed in our plan include novice reduction and increasing the percentage of students reaching mastery level. We have also included activities that address the varying achievement gap groups, specifically economically disadvantaged, homeless, students with disabilities, and males versus females. Another area of focus is the

perception of students based on the Quality of School Climate and Safety survey. At the high school level, we are also focused on increasing the post-secondary readiness index and the graduation rate.

Whitley County

# Attachment Summary

| Attachment Name  | Description | Associated Item(s) |
|--|-------------|--------------------|
| <br>Whitley County School<br>Comprehensive District<br>Improvement Plan |             | •                  |

## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) 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 Districts, 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.

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies, and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district 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 Districts

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

- One area of concern is the high percentages of students scoring novice and the low percentages of students scoring proficient/distinguished. At the elementary level, the focus will be on reducing the percentage of novice students in social studies and math and increasing the percentage of students scoring proficient/distinguished in science. At the middle school level, the focus will be on reducing the percentage of novice students in social studies and increasing the percentage of students scoring proficient/distinguished in science. At the high school level, the focus will be on reducing the percentage of students scoring novice in math, science, and social studies and increasing the percentage of students scoring proficient/distinguished in science and math.
- Another area of concern is the achievement gaps among the various groups. At the elementary level, achievement gaps exist among the economically disadvantaged in math and combined writing and among the homeless in science. At the middle school level, achievement gaps exist among the economically disadvantaged in reading, math, science, and combined writing; among males versus females in math, science, and social studies; and homeless in math and science. At the high school level, achievement gaps exist among the economically disadvantaged in reading, math, and combined writing; females versus males in combined writing; and students with disabilities in reading.
- An area of concern is the perception of students based on their responses to the Quality of School Climate and Safety Survey. At the elementary level, students felt that other students are being mean or hurtful to other students in person and online. At the middle school and high school level, bullying and internet bullying were identified as concerns.
- At the high school level, the post-secondary readiness status is rated medium compared to the post-secondary readiness status for students with disabilities which is rated very low. The graduation rate of all students is rated medium compared to the graduation rate for students with disabilities which is rated low.

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

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

KCWP 1: Design and Deploy Standards - Curriculum team meetings focus on curriculum alignment to state standards and components that support instruction and assessment. Instructional coaches assist teachers with deep understanding and rigor of the Kentucky Academic Standards; developing learning targets; and utilizing formative and summative assessment data. We will focus specifically on the Kentucky Academic Standards for Science at all levels throughout the district. We will also focus on the Kentucky Academic Standards for Social Studies for middle school and high school. We will continue to focus on the Kentucky Academic Standards for Math and implementation of mathematical practices.

KCWP 2: Design and Deliver Instruction - Within professional learning communities, teachers discuss lessons and implementation of high yield strategies that meet the intent of the learning standards. We will continue to develop student watch lists/at-risk lists for students needing additional Tier 2 and Tier 3 instruction. Individual learning plans will continue to be developed for these identified students and intervention strategies will be outlined and discussed. Instruction will focus on expanding teaching strategies through GRREC training and the Deeper Learning initiative.

KCWP 5: Design, Align, and Deliver Support - The Whitley County School District has an instructional leadership team led by the Deputy Superintendent that ensures that continuous improvement is based on data to improve processes that support student learning. The team will continue to align resources to needs to ensure all systems work together for success and student data is regularly monitored. Support will include attending PLCs, providing resources specifically those for student engagement and instructional strategies, assisting with tiered interventions, and collectively analyzing data.

### Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

| Indicator  | Status – ES/MS/HS       | Change – ES/MS/HS        |
|--|-------------------------|--------------------------|
| State Assessment Results in reading and mathematics              | ES 75.9/MS 73.3/HS 58.7 | ES 2.7 /MS 6.9/HS 0.6    |
| State Assessment Results in science, social studies, and writing | ES 75.6/MS 61.2/HS 55.3 | ES 6.3 /MS 0.9/HS 2.7    |
| English Learner Progress   | NA                      | NA                       |
| Quality of School Climate and Safety                             | ES 83.7/MS 71.8/HS 61.5 | ES -0.5 /MS -1.1/HS -2.1 |
| Postsecondary Readiness (high schools and districts only)        | 79.1                    | 4.3                      |
| Graduation Rate (high schools and districts only)                | 94.5                    | 1.9                      |

### Explanations/Directions

## 1: State Assessment Results in Reading and Mathematics

| Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.<br>Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026. |                                 |  |   |   |   |
|---|---------------------------------|--|---|---|---|
| Objective   | Strategy                        | Activities   | Measure of Success                                      | Progress Monitoring   | Funding                                 |
| Objective 1<br>Increase the reading index score for all elementary students from 79.9 to 82.5; middle school students from 74.9 to 77.4; and high school students from 64.8 to 68.0 2024.   | Design and Deploy Standards     | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Accelerated Reader, Study Island, myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
|   |                                 | B. Coordinate and facilitate elementary family reading nights involving parents and community members in academic activities aligned to KAS  | Sign in sheets  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | Title I                                 |
|   |                                 | C. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested  | District Report Card, GT reports                        | 8/2023 – 5/2024<br><br>GT Coordinator, Superintendents                        | GT funds                                |
|   | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources  | District Report Card, district assessment reports       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed                       |

| Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.<br>Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026. |                                |  |  |   |  |
|---|--------------------------------|--|--|---|--|
| Objective   | Strategy                       | Activities   | Measure of Success   | Progress Monitoring   | Funding                                      |
|   |                                | B. Assist schools in implementing/ enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings  | District Report Card, MAP Growth reports, CERT reports                 | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|   |                                | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data  | District Report Card, district assessment reports                      | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|   |                                | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction  | Walkthrough documentation, common assessment data, PLC minutes         | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|   |                                | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency  | Student data, PLC minutes  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|   | Design and Deliver Instruction | A. Provide targeted literacy training for all K-12 teachers, library media specialists, and principals through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning              | KyCL PD logs, PD sign-in sheets, implementation walk-throughs          | 8/2023 – 6/2024<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator, KyCL Grant Coordinator | Kentucky Comprehensive Literacy (KyCL) grant |
|   |                                | B. Facilitate literacy training for elementary instructional assistants to assist in building knowledge in understanding processes and skills involved in learning how to read; Facilitate literacy training for 1 <sup>st</sup> and | PD sign-in sheets, training verification, implementation walk-throughs | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager, PD Coordinator      | Read to Achieve Grant                        |

| Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.<br>Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026. |                                    |  |  |   |                                   |
|---|------------------------------------|--|--|---|-----------------------------------|
| Objective   | Strategy                           | Activities   | Measure of Success   | Progress Monitoring   | Funding                           |
|   |                                    | 2 <sup>nd</sup> grade teachers focused on implementing the essential components of reading   |  |   |                                   |
|   |                                    | C. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative  | PD sign-in sheets, implementation walk-throughs  | 8/2023– 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                          | SESC Deeper Learning, ESSER funds |
|   | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology.   | PD sign-in sheets  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | PD funds                          |
|   |                                    | B. Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers  | Instructional Coaches schedule, PLC minutes  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | No funding needed                 |
|   |                                    | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> CCLC to engage parents/guardians in their child’s learning and achievement goals | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants      |
|   |                                    | D. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral   | Aimswab data, Review 360 data, lesson plans, walk-through  | 8/2023 – 5/2024   | IDEA funds                        |

Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.  
 Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026.

| Objective | Strategy | Activities   | Measure of Success   | Progress Monitoring  | Funding           |
|-----------|----------|--|--|--|-------------------|
|           |          | needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas  | documentation, learning checks, student data, PLC minutes  | Principals, Instructional Coaches, Superintendents, Director of Special Education                        |                   |
|           |          | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies   | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
|           |          | F. Provide support and training with evidence-based practices for reading and writing intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding | PLC minutes, student data  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                                | No funding needed |

Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.  
 Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026.

| Objective | Strategy | Activities   | Measure of Success   | Progress Monitoring   | Funding                             |
|-----------|----------|--|--|---|-------------------------------------|
|           |          | student engagement strategies and formative assessment in daily instruction; Provide support for novice reduction strategies   |  |   |                                     |
|           |          | G. Provide enrichment to elementary students that focus on academics, physical fitness, health education, and leadership; Provide parent engagement activities to engage parents/guardians in their child’s learning and achievement goals | STC data and reports, sign-in sheets   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator  | Save the Children                   |
|           |          | H. Support elementary schools with the district and school’s literacy initiative by providing reading books for the book vending machines  | MUNIS reports, student reading spotlights  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator  | Save the Children                   |
|           |          | I. Support reading program and literacy initiative through targeted individual and/or small group intervention   | RTA data; reading intervention teacher data; student performance                 | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager              | Read to Achieve Grant, General Fund |
|           |          | J. Support reading program through targeted small group instruction for middle school and high school students   | Gear Up reports; Reading Plus reports; student intervention; MasteryPrep reports | 8/2023 – 5/2024<br>Principals, Superintendents, Academic Interventionist, Academic Tutor, Gear Up POC | Gear Up                             |
|           |          | K. Support new teachers with instructional practices and student engagement strategies through the district’s New Teacher Academy  | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets       | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator               | Title IV                            |

| Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.<br>Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026. |                                 |  |  |   |   |
|---|---------------------------------|--|--|---|---|
| Objective   | Strategy                        | Activities   | Measure of Success                                       | Progress Monitoring   | Funding                                 |
|   |                                 | (NTA) and Colonel Teacher Internship Program (CTIP)  |  |   |   |
|   |                                 | L. Provide teacher support at both district and local school level through instructional coaching  | Instructional Coach schedule, walkthroughs/ observations | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents     | No funding needed                       |
| <u>Objective 2</u><br>Increase the math index score for all elementary students from 71.8 to 74.2; middle school students from 71.6 to 74.0; and high school students from 52.5 to 55.1 by 2024.  | Design and Deploy Standards     | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Study Island, MAP, Aimsweb, IXL, Edulastic, ThinkCentral, ALEKS, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
|   |                                 | B. Coordinate and facilitate elementary family math nights involving parents and community members in academic activities aligned to KAS   | Sign in sheets   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents | Title I                                 |
|   |                                 | C. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested  | District Report Card, GT reports                         | 8/2023 – 5/2024<br>GT Coordinator, Superintendents                        | GT funds                                |
|   | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, CERT, and common assessment data to  | District Report Card, district assessment reports        | 8/2023 – 5/2024   | No funding needed                       |

| Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.<br>Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026. |                                |  |  |   |                   |
|---|--------------------------------|--|--|---|-------------------|
| Objective   | Strategy                       | Activities   | Measure of Success   | Progress Monitoring   | Funding           |
|   |                                | identify gaps and make necessary adjustments to curriculum maps and resources  |  | Principals, Instructional Coaches, and Superintendents                                |                   |
|   |                                | B. Assist schools in implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings | District Report Card, MAP Growth reports, CERT reports         | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents             | No funding needed |
|   |                                | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data                              | District Report Card, district assessment reports              | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents             | No funding needed |
|   |                                | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction  | Walkthrough documentation, common assessment data, PLC minutes | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents             | No funding needed |
|   |                                | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency    | Student data, PLC minutes                                      | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents             | No funding needed |
|   | Design and Deliver Instruction | A. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative  | PD sign-in sheets, implementation walk-throughs                | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC, ESSER funds |
|   |                                | B. Provide funding for math intervention teachers at every elementary school for targeted small group intervention   | MUNIS reports  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                 | Title 1           |
|   |                                | C. Provide support for math intervention teachers to share   | PLC minutes  | 8/2023 – 5/2024   | No funding needed |

Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.  
 Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026.

| Objective | Strategy                   | Activities   | Measure of Success  | Progress Monitoring   | Funding                      |
|-----------|----------------------------|--|---|---|------------------------------|
|           |                            | intervention strategies and discuss student data with teachers during PLCs   |   | Principals, Instructional Coaches, Superintendents  |                              |
|           | Design and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology.   | PD sign-in sheets   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | PD funds                     |
|           |                            | B. Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers   | Instructional Coaches schedule, PLC minutes   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | No funding needed            |
|           |                            | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> CCLC to engage parents/guardians in their child’s learning and achievement goals | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets                  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants |
|           |                            | D. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through   | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA funds                   |

Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.  
 Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026.

| Objective | Strategy | Activities  | Measure of Success   | Progress Monitoring  | Funding           |
|-----------|----------|---|--|--|-------------------|
|           |          | documentation, learning checks, common assessment data, benchmark data, and professional learning agendas   |  |  |                   |
|           |          | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies  | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
|           |          | F. Provide support and training with evidence-based practices for math intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies, math practices, and formative assessment in daily instruction; Provide support for novice reduction strategies | PLC minutes, student data  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                                | No funding needed |

Goal 1: Increase the reading index score for all elementary students from 79.9 to 87.9; middle school students from 74.9 to 82.4; and high school students from 64.8 to 74.5 by 2026.  
 Increase the math index score for all elementary students from 71.8 to 81.0; middle school students from 71.6 to 78.8; and high school students from 52.5 to 60.4 by 2026.

| Objective | Strategy | Activities   | Measure of Success   | Progress Monitoring   | Funding             |
|-----------|----------|--|--|---|---------------------|
|           |          | G. Provide enrichment to elementary students that focus on academics, physical fitness, health education, and leadership; Provide parent engagement activities to engage parents/guardians in their child's learning and achievement goals | STC data and reports, sign-in sheets                                       | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator  | Save the Children   |
|           |          | H. Support math program through targeted individual and/or small group intervention  | Math intervention data; student performance                                | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                                 | ESSER, General fund |
|           |          | I. Support new teachers with instructional practices and student engagement strategies through the district's New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP)  | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator               | Title IV            |
|           |          | J. Support math program through targeted small group instruction for middle school and high school students  | Gear Up reports; ALEKS reports; student intervention; MasteryPrep reports  | 8/2023 – 5/2024<br>Principals, Superintendents, Academic Interventionist, Academic Tutor, Gear Up POC | Gear Up             |
|           |          | K. Provide teacher support at both district and local school level through instructional coaching  | Instructional Coach schedules, walkthroughs/ observations                  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                                 | No funding needed   |

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

| Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br>Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br>Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026. |                                 |   |   |   |                      |
|--|---------------------------------|---|---|---|----------------------|
| Objective  | Strategy                        | Activities  | Measure of Success                                      | Progress Monitoring   | Funding              |
| Objective 1 Increase the science proficiency for all elementary students from 71.7 to 74.1; middle school students from 55.2 to 57.0; and high school students from 36.1 to 39.7 by 2024   | Design and Deploy Standards     | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including Study Island, MAP, Aimsweb, IXL, Edulastic, Generation Genius, HMH Ed platform, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Gear Up |
|  |                                 | B. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested   | District Report Card, GT reports                        | 8/2023 – 5/2024<br><br>GT Coordinator, Superintendents                        | GT funds             |
|  | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources   | District Report Card, district assessment reports       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed    |
|  |                                 | B. Assist schools in implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings  | District Report Card, MAP Growth reports, CERT reports  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed    |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy                       | Activities  | Measure of Success   | Progress Monitoring   | Funding                                      |
|-----------|--------------------------------|---|--|---|--|
|           |                                | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data   | District Report Card, district assessment reports              | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           |                                | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction   | Walkthrough documentation, common assessment data, PLC minutes | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           |                                | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency   | Student data, PLC minutes                                      | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           | Design and Deliver Instruction | A. Provide targeted disciplinary literacy training for middle and high school science teachers through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | KyCL PD logs, PD sign-in sheets, implementation walk-throughs  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator, KyCL Grant Coordinator | Kentucky Comprehensive Literacy (KyCL) grant |
|           |                                | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative   | PD sign-in sheets, implementation walk-throughs                | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | SESC, ESSER funds                            |
|           |                                | C. Provide instructional support/co-teaching with the KAS for Science, implementation of three-dimensional science instruction, classroom embedded assessments, Through Course Tasks (TCTs), and                | PLC minutes, student data                                      | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents   | No funding needed                            |
|           |                                |   |  |   |  |

| Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br>Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br>Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026. |                                    |   |   |   |                   |
|--|------------------------------------|---|---|---|-------------------|
| Objective  | Strategy                           | Activities  | Measure of Success                                    | Progress Monitoring   | Funding           |
|  |                                    | Claim, Evidence, and Reasoning (CERs)   |   |   |                   |
|  |                                    | D. Provide assistance and support for teachers to implement and integrate Claim, Evidence, and Reasoning (CER) to meet the cognitive demands of the KAS for Science; Provide support for teachers to integrate rigorous, engaging science experiences through CER formative science investigations; Provide assistance and support for teachers to integrate Through Course Tasks (TCTs) from the KDE TCT bank. | PLC minutes, district monitoring, student data        | 8/2023– 5/2024<br>Principals, District Instructional Coaches, Superintendents         | No funding needed |
|  |                                    | E. Facilitate science demonstrations/activities with students across the district through funding for science lessons and guest demonstrators   | District monitoring, lesson plans, student attendance | 8/2023 – 5/2024<br>Principals, Superintendents, District Instructional Coaches        | Title IV          |
|  | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology.  | PD sign-in sheets                                     | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds          |
|  |                                    | B. Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers   | Instructional Coaches schedule, PLC minutes           | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy | Activities   | Measure of Success  | Progress Monitoring   | Funding                      |
|-----------|----------|--|---|---|------------------------------|
|           |          | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> CCLC to engage parents/guardians in their child’s learning and achievement goals       | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets                  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants |
|           |          | D. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA funds                   |
|           |          | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify   | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans      | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | No funding needed            |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy | Activities   | Measure of Success   | Progress Monitoring  | Funding           |
|-----------|----------|--|--|--|-------------------|
|           |          | behavior issues and develop intervention strategies  |  |  |                   |
|           |          | F. Provide support and training with evidence-based practices for science intervention; Provide support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction | PLC minutes, student data  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                                | No funding needed |
|           |          | G. Support elementary schools with the district and school’s literacy initiative by providing nonfiction science books for the book vending machines   | MUNIS reports, student spotlights  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children |
|           |          | H. Support the science program through targeted individual and/or small group intervention   | Student performance  | 8/2023– 5/2024<br>Principals, Instructional Coaches, Superintendents                                 | General Fund      |
|           |          | I. Support new teachers with instructional practices and student engagement strategies through the district’s New Teacher Academy  | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator              | Title IV          |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective  | Strategy                    | Activities   | Measure of Success  | Progress Monitoring   | Funding                                 |
|--|-----------------------------|--|---|---|---|
|  |                             | (NTA) and Colonel Teacher Internship Program (CTIP)  |   |   |   |
|  |                             | J. Provide teacher support at both district and local school level through instructional coaching  | District Instructional Coaches schedules; walkthroughs/observations | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents     | No funding needed                       |
| <u>Objective 2</u><br>Increase the social studies index for all elementary students from 75.2 to 77.7; middle school students from 57.9 to 59.8; and high school students from 59.1 to 61.1 by 2026. | Design and Deploy Standards | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including Study Island, myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, Mastery Prep, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports             | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
|  |                             | B. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested  | District Report Card, GT reports                                    | 8/2023– 5/2024<br><br>GT Coordinator, Superintendents                         | GT funds                                |
|  |                             | C. Teacher leaders will attend training regarding the 24 Fundamental American Documents and Speeches. Training and resources will be shared within school PLCs.  | PLC minutes; student performance data                               | 8/2023-5/2024   | ESSER funds                             |

| Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br>Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br>Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026. |                                 |  |  |   |  |
|--|---------------------------------|--|--|---|--|
| Objective  | Strategy                        | Activities   | Measure of Success   | Progress Monitoring   | Funding                                      |
|  | Review, Analyze, and Apply Data | A. Examine student data including KSA, IOWA, MAP, and common assessment data to identify gaps and make necessary adjustments to curriculum maps and resources  | District Report Card, district assessment reports              | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|  |                                 | B. Assist schools in implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings   | District Report Card, MAP Growth reports                       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches and Superintendents                                      | No funding needed                            |
|  |                                 | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data  | District Report Card, district assessment reports              | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|  |                                 | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction  | Walkthrough documentation, common assessment data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|  |                                 | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency  | Student data, PLC minutes                                      | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|  | Design and Deliver Instruction  | A. Provide targeted disciplinary literacy training for middle and high school social studies teachers through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | KyCL PD logs, PD sign-in sheets, implementation walk-throughs  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator, KyCL Grant Coordinator | Kentucky Comprehensive Literacy (KyCL) grant |

| Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br>Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br>Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026. |                                    |  |  |   |                                   |
|--|------------------------------------|--|--|---|-----------------------------------|
| Objective  | Strategy                           | Activities   | Measure of Success   | Progress Monitoring   | Funding                           |
|  |                                    | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative  | PD sign-in sheets, implementation walk-throughs  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | SESC Deeper Learning, ESSER funds |
|  |                                    | C. Provide instructional support/co-teaching with the KAS for Social Studies and implementation of resources including 180 Days of Social Studies and Edulastic.   | PLC minutes, student data  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                 | No funding needed                 |
|  |                                    | D. Provide assistance and support for teachers to implement and incorporate the fundamental American documents and speeches into the grade-level appropriate middle and high school social studies standards and courses.    | PLC minutes, district monitoring, lesson plans, student data                                       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                 | No funding needed                 |
|  | Design, Align, and Deliver Support | A. Support teachers through professional learning opportunities in all content areas including technology.   | PD sign-in sheets  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | PD funds                          |
|  |                                    | B. Collaborate, co-teach, and provide support with social studies instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | Instructional Coaches schedule, PLC minutes  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, PD Coordinator | No funding needed                 |
|  |                                    | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through   | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets | 8/2023 – 5/2024   | 21 <sup>st</sup> CCLC grants      |
|  |                                    |  |  |   |                                   |

| Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br>Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br>Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026. |          |  |   |  |                   |
|--|----------|--|---|--|-------------------|
| Objective  | Strategy | Activities   | Measure of Success  | Progress Monitoring  | Funding           |
|  |          | 21 <sup>st</sup> Century Community Learning Centers; Provide parent engagement activities through 21 <sup>st</sup> CCLC to engage parents/guardians in their child’s learning and achievement goals  |   | Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator               |                   |
|  |          | D. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas           | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds        |
|  |          | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans      | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
|  |          | F. Provide support and training with evidence-based practices for social studies intervention; Provide   | PLC minutes, student data   | 8/2023 – 5/2024  | No funding needed |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy | Activities   | Measure of Success   | Progress Monitoring   | Funding   |
|-----------|----------|--|--|---|---|
|           |          | support with effective feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction |  | Principals, Instructional Coaches, Superintendents  |   |
|           |          | G. Support elementary schools with the district and school’s literacy initiative by providing non-fiction historical books for the book vending machines   | MUNIS reports, student reading spotlights                                  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Rural Accelerator Grant Manager, Save the Children Coordinator | Rural Accelerator Initiative, Save the Children |
|           |          | H. Supports the social studies program through targeted individual and/or small group intervention   | Student performance  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager  | General Fund                                    |
|           |          | J. Support new teachers with instructional practices and student engagement strategies through the district’s New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP)  | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator   | Title IV  |
|           |          | K. Provide teacher support at both district and local school level through instructional coaching  | KIANO minutes, evaluation reports, walkthroughs/observations               | 8/2023 – 5/2024   | No funding needed                               |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective   | Strategy                        | Activities  | Measure of Success                                      | Progress Monitoring   | Funding                                 |
|---|---------------------------------|---|---|---|---|
|   |                                 |   |   | Principals, Instructional Coaches, Superintendents                            |   |
| <p><u>Objective 3</u><br/>                     Increase the combined writing index score for all elementary students from 80.0 to 82.7; middle school students from 70.5 to 72.9; and high school students from 70.8 to 73.2 by 2024.</p> | Design and Deploy Standards     | A. Identify and disseminate instructional resources aligned to the Kentucky Academic Standards (KAS); provide technical assistance and support to schools in software setup and use for technology programs including STAR, Accelerated Reader, Study Island, myON, MAP, Aimsweb, IXL, Edulastic, HMH Ed platform, MasteryPrep, NoRedInk, Simple Solutions, and other core programs | District Report Card, program usage and mastery reports | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | ESSER funds, Save the Children, Gear Up |
|   |                                 | B. Coordinate and facilitate elementary family reading and writing nights involving parents and community members in academic activities aligned to KAS   | Sign in sheets  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | Title I                                 |
|   |                                 | C. Provide monthly seminars with enriching lessons and activities for elementary students identified as gifted and talented; Provide enrichment activities for middle and high school students as requested   | District Report Card, GT reports                        | 8/2023 – 5/2024<br><br>GT Coordinator, Superintendents                        | GT funds                                |
|   | Review, Analyze, and Apply Data | A. Examine student data including KSA, MAP, IOWA, STAR, and common assessment data to identify gaps and make necessary  | District Report Card, district assessment reports       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, and Superintendents | No funding needed                       |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy                       | Activities   | Measure of Success   | Progress Monitoring   | Funding                                      |
|-----------|--------------------------------|--|--|---|--|
|           |                                | adjustments to curriculum maps and resources   |  |   |  |
|           |                                | B. Assist schools in implementing/enhancing visual representations of data through data rooms or data notebooks; Support schools during data room meetings   | District Report Card, MAP Growth reports                       | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           |                                | C. Provide and support teachers and principals with assessment literacy and processes to analyze and disaggregate school data  | District Report Card, district assessment reports              | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           |                                | D. Provide support to teachers in utilizing formative and summative assessment data to inform instruction  | Walkthrough documentation, common assessment data, PLC minutes | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           |                                | E. Provide teachers with support to plan instruction, reflect on implementation, and pinpoint individual students needs to increase student proficiency  | Student data, PLC minutes                                      | 8/2023 – 5/2024<br>Principals, Instructional Coaches, and Superintendents                                     | No funding needed                            |
|           | Design and Deliver Instruction | A. Provide targeted literacy training for all teachers, library media specialists, and principals through GRREC that focuses on evidence-based instructional strategies and practices to maximize student learning | KyCL PD logs, PD sign-in sheets, implementation walk-throughs  | 8/2023 – 6/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator, KyCL Grant Coordinator | Kentucky Comprehensive Literacy (KyCL) grant |
|           |                                | B. Facilitate literacy training for elementary instructional assistants to assist in building knowledge in   | PD sign-in sheets, training verification,                      | 8/2023 – 5/2024   | Read to Achieve Grant                        |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy                           | Activities  | Measure of Success   | Progress Monitoring   | Funding                                      |
|-----------|------------------------------------|---|--|---|--|
|           |                                    | understanding processes and skills; Facilitate literacy training for 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers focused on implementing the essential components of reading                                   | implementation walk-throughs   | Principals, Instructional Coaches, Superintendents, RTA Grant Manager, PD Coordinator                         |  |
|           |                                    | C. Provide instructional support/co-teaching with the KAS for Writing and implementation of resources including Wordly Wise, No Red Ink, and Zane-Blouser handwriting to enhance writing instruction                  | Walkthrough documentation; student writing performance   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents   | Kentucky Comprehensive Literacy (KyCL) grant |
|           |                                    | D. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative   | PD sign-in sheets, implementation walk-throughs  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | SESC, ESSER funds                            |
|           |                                    | A. Support teachers through professional learning opportunities in all content areas including technology.  | PD sign-in sheets  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | PD funds                                     |
|           | Design, Align, and Deliver Support | B. Collaborate, co-teach, and provide support with writing instructional strategies, intervention strategies, formative assessment strategies, student engagement strategies, etc. based on the needs of the teachers | Instructional Coaches calendar, PLC minutes  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, PD Coordinator                         | No funding needed                            |
|           |                                    | C. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning  | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants                 |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy | Activities   | Measure of Success  | Progress Monitoring  | Funding           |
|-----------|----------|--|---|--|-------------------|
|           |          | Centers; Provide parent engagement activities through 21 <sup>st</sup> CCLC to engage parents/guardians in their child’s learning and achievement goals  |   |  |                   |
|           |          | D. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas           | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA funds        |
|           |          | E. Provide training and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; Provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PLC minutes, Technology Resource Teacher anecdotal records/schedule, Aimsweb and Review 360 data, lesson plans      | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | No funding needed |
|           |          | F. Provide support and training with evidence-based practices for reading and writing intervention; Provide support with effective   | PLC minutes, student data   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                                | No funding needed |

Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.  
 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.  
 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.

| Objective | Strategy | Activities  | Measure of Success   | Progress Monitoring  | Funding                             |
|-----------|----------|---|--|--|-------------------------------------|
|           |          | feedback that focuses on filling gaps in learning; Assist teachers with the implementation of the direct instruction model to provide adequate practice, correct levels of rigor, congruent instruction, and appropriate learning strategies; Support teachers with embedding student engagement strategies and formative assessment in daily instruction |  |  |                                     |
|           |          | G. Provide enrichment to elementary students that focus on academics, physical fitness, health education, and leadership; Provide parent engagement activities to engage parents/guardians in their child’s learning and achievement goals  | STC data and reports, sign-in sheets                                       | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children                   |
|           |          | H. Support writing program and literacy initiative through targeted individual and/or small group intervention  | RTA data; reading intervention teacher data; student performance           | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, RTA Grant Manager             | Read to Achieve Grant, General Fund |
|           |          | I. Support new teachers with instructional practices and student engagement strategies through the district’s New Teacher Academy (NTA) and Colonel Teacher Internship Program (CTIP)   | CTIP Mentor Timesheets, CTIP Professional Learning Log, NTA sign-in sheets | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, CTIP Coordinator              | Title IV                            |

| <p>Goal 2 Increase the science index score for all elementary students from 71.7 to 78.9; middle school students from 55.5 to 60.7; and high school students from 36.1 to 17.0 by 2026.<br/>                 Increase the social studies index score for all elementary students from 75.2 to 82.7; middle school students from 57.9 to 63.7; and high school students from 59.1 to 65.0 by 2026.<br/>                 Increase the combined writing index score for all elementary students from 80.0 to 88.0; middle school students from 70.5 to 77.6; and high school students from 70.8 to 77.9 by 2026.</p> |          |   |  |   |                   |
|---|----------|---|--|---|-------------------|
| Objective   | Strategy | Activities  | Measure of Success   | Progress Monitoring   | Funding           |
|   |          | J. Support writing in all disciplines through RACE strategy for constructed response questions.                       | PLC minutes, implementation walk-throughs, lesson plans            | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
|   |          | K. Support writing program at the high school level that is focused on the CER writing strategy for all subject areas | PLC minutes, implementation walk-throughs                          | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
|   |          | L. Provide teacher support at both district and local school level through instructional coaching                     | District Instructional Coaches schedule; walkthroughs/observations | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |

### 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

| Objective  | Strategy                           | Activities   | Measure of Success  | Progress Monitoring   | Funding              |
|--|------------------------------------|--|---|---|----------------------|
| <p><u>Objective 1</u><br/>                     Increase the math index for all elementary students in the gap group identified as economically disadvantaged from 70.0 to 74.3 by 2024; Increase the combined writing index for all elementary students in the gap group identified as economically disadvantaged from 77.7 to 83.1; Increase the science index for all elementary students in the gap group identified as homeless from 62.0 to 67.3 by 2024.</p> | Review, Analyze, and Apply Data    | A. Analyze KSA, MAP, IOWA, common assessment, and other student achievement data by gap groups to modify instructional practices and intervention through MTSS                                   | District report card, district reports  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                   | No funding needed    |
|  |                                    | B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement  | District report card, district reports, IC reports  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                   | No funding needed    |
|  |                                    | C. Analyze data by gap groups from the 2022 Impact KY Working Conditions survey and the Quality of School Climate and Safety survey  | District report card, Impact KY survey results, Quality of School Climate and Safety survey results | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                   | No funding needed    |
|  |                                    | D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations | IC reports, student performance reports   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Homeless Liaison | McKinney-Vento grant |
|  | Design, Align, and Deliver Support | A. Collaborate, co-teach, and provide support with math, writing, and science instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers   | Instructional Coaches calendar, PLC minutes   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents                   | No funding needed    |
|  |                                    | B. Provide writing intervention services in small groups, individual,  | RTA documentation and reports, STAR   | 8/2023 – 5/2024   | RTA grant            |

| Objective | Strategy | Activities   | Measure of Success  | Progress Monitoring   | Funding                      |
|-----------|----------|--|---|---|------------------------------|
|           |          | or in collaboration with students. These services include Tier 2 interventions for small groups and collaboration and Tier 3 services as one-to-one  | reports, AR reports, running records, MAP reports   | Principals, Instructional Coaches, Superintendents, RTA Grant Coordinator                                     |                              |
|           |          | C. Provide math intervention services in small groups or in collaboration with students. These services include Tier 2 interventions for small groups and collaboration  | MIT documentation and reports, MAP reports  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents   | Title 1, MAF Mini-Grant      |
|           |          | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers   | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets                  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants |
|           |          | E. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA funds                   |
|           |          | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school   | PD sign in sheets, PLC minutes, Aimsweb and Review 360 data, lesson plans   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA                         |

| Objective  | Strategy                        | Activities  | Measure of Success   | Progress Monitoring  | Funding           |
|--|---------------------------------|---|--|--|-------------------|
|  |                                 | managers and teachers using Review 360 to identify behavior issues and develop intervention strategies  |  |  |                   |
|  |                                 | G. Support reading/writing and math programs through in-school intervention services such as emergent modules and guided reading and math practice and after-school services such as GIRP, emergent reader, fluency/ vocabulary, and healthy choices provided by Save the Children  | STC Portal reports, SCORE, STAR reports, AR reports, huddles, monitoring | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Save the Children Coordinator | Save the Children |
|  |                                 | H. Provide assistance and support for teachers to implement and integrate Claim, Evidence, and Reasoning (CER) to meet the cognitive demands of the KAS for Science; Provide support for teachers to integrate rigorous, engaging science experiences through CER formative science investigations; Provide assistance and support for teachers to integrate Through Course Tasks (TCTs) from the KDE TCT bank. | PLC minutes, district monitoring, student data                           | 8/2023– 5/2024<br><br>Principals, District Instructional Coaches, Superintendents                        | No funding needed |
|  |                                 | I. Facilitate science demonstrations/activities with students across the district through funding for science lessons and guest demonstrators   | District monitoring, lesson plans, student attendance                    | 8/2023 – 5/2024<br><br>Principals, Superintendents, District Instructional Coaches                       | Title IV          |
| <u>Objective 2</u><br>Increase the reading index for all middle school students in | Review, Analyze, and Apply Data | A. Analyze KSA, MAP, and common assessments, and other student achievement data by gap groups to  | District report card, district reports                                   | 8/2023 – 5/2024  | No funding needed |

| Objective   | Strategy  | Activities   | Measure of Success  | Progress Monitoring   | Funding                  |
|---|---|--|---|---|--------------------------|
| <p>the gap group of students identified as economically disadvantaged from 75.5 to 79.5 by 2023; Increase the math index for all middle school students in the gap group identified as economically disadvantaged from 69.1 to 75.8 and homeless from 60.6 to 66.5; Increase the combined writing index for all middle school students identified as economically disadvantaged from 67.7 to 75.8 by 2024.</p> <p>Increase the math index for all middle school female students from 67.3 to 71.6 by 2024; Increase the science index for all middle school female students from 50.7 to 64.7 by 2024; Increase the social studies index for all female students from 71.9 to 75.1 by 2024.</p> |   | <p>modify instructional practices and intervention through MTSS</p>  |   | <p>Principals, Instructional Coaches, Superintendents</p>                     |                          |
|   | <p>B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement</p>  | <p>District report card, district reports, IC reports</p>  | <p>8/2023 – 5/2024<br/>Principals, Instructional Coaches, Superintendents</p>                   | <p>No funding needed</p>  |                          |
|   | <p>C. Analyze data by gap groups from the 2022 Impact KY Working Conditions survey and the Quality of School Climate and Safety survey</p>  | <p>District report card, Impact KY survey results, Quality of School Climate and Safety survey results</p>   | <p>8/2023 – 5/2024<br/>Principals, Instructional Coaches, Superintendents</p>                   | <p>No funding needed</p>  |                          |
|   | <p>D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations</p> | <p>IC reports, student performance reports</p>   | <p>8/2023 – 5/2024<br/>Principals, Instructional Coaches, Superintendents, Homeless Liaison</p> | <p>McKinney-Vento grant</p>   |                          |
|   | <p>Design, Align, and Deliver Support</p>   | <p>A. Collaborate, co-teach, and provide support with reading, math, writing, science, and social studies instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers</p> | <p>Instructional Coaches calendar, PLC minutes</p>  | <p>8/2023 – 5/2024<br/>Principals, Instructional Coaches, Superintendents</p> | <p>No funding needed</p> |
|   | <p>B. Provide reading intervention services in small groups or in collaboration with students for Tier 2 interventions for small groups and collaboration and Tier 3 services as one-to-one</p>         | <p>Reading intervention documentation, student performance, MAP reports, Gear Up services report</p>   | <p>8/2023 – 5/2024<br/>Principals, Instructional Coaches, Superintendents</p>                   | <p>General fund, Gear Up</p>  |                          |
|   | <p>C. Provide math intervention services in small groups or in collaboration with students. These</p>   | <p>Math intervention documentation, student performance,</p>   | <p>8/2023 – 5/2024</p>  | <p>General fund, Gear Up</p>  |                          |

| Objective | Strategy | Activities  | Measure of Success  | Progress Monitoring   | Funding                      |
|-----------|----------|---|---|---|------------------------------|
|           |          | services include Tier 2 interventions for small groups and collaboration  | MAP reports, Gear Up services report  | Principals, Instructional Coaches, Superintendents  |                              |
|           |          | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers  | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets                  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants |
|           |          | E. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas            | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA funds                   |
|           |          | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PD sign in sheets, PLC minutes, Aimsweb and Review 360 data, lesson plans   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA                         |
|           |          | G. Research and provide training and support for instructional strategies targeting the female population in math, science, and   | PLC minutes, walkthroughs/ observations, district assessment reports  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents   | No funded needed             |

| Objective   | Strategy                           | Activities   | Measure of Success  | Progress Monitoring   | Funding               |
|---|------------------------------------|--|---|---|-----------------------|
|   |                                    | social studies at the middle school level.   |   |   |                       |
| <p><u>Objective 3</u><br/>                     Increase the reading index for all high school students in the gap group of economically disadvantaged from 62.6 to 67.3 by 2024 and the gap group of students identified as students with disabilities from 46.2 to 58.3 by 2024; Increase the math index for all high school students in the gap group identified as economically disadvantaged from 49.5 to 55.9 by 2024; Increase the combined writing index for all high school students in the gap group identified as economically disadvantaged from 66.8 to 75.1 by 2024.</p> <p>Increase the combined writing index for all high school male students from 66.2 to 71.3 by 2024.</p> | Review, Analyze, and Apply Data    | A. Analyze KSA, MasteryPrep, Reading Plus, ALEKS, common assessments, and other student achievement data by gap groups to modify instructional practices and intervention through MTSS           | District report card, district reports  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                   | No funding needed     |
|   |                                    | B. Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement  | District report card, district reports, IC reports  | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                   | No funding needed     |
|   |                                    | C. Analyze data by gap groups from the 2022 Impact KY Working Conditions survey and the Quality of School Climate and Safety survey  | District report card, Impact KY survey results, Quality of School Climate and Safety survey results | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                   | No funding needed     |
|   |                                    | D. Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations | IC reports, student performance reports   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Homeless Liaison | McKinney-Vento grant  |
|   | Design, Align, and Deliver Support | A. Collaborate, co-teach, and provide support with reading and math instructional strategies, intervention strategies, formative assessment, etc. based on the needs of the teachers             | Instructional Coaches calendar, PLC minutes   | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                   | No funding needed     |
|   |                                    | B. Provide reading intervention services in small groups or in collaboration with students for Tier 2 interventions and Tier 3 services  | PLC minutes, ACT reports, student performance, district reports                                     | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                   | General fund, Gear Up |

| Objective | Strategy | Activities  | Measure of Success  | Progress Monitoring   | Funding                      |
|-----------|----------|---|---|---|------------------------------|
|           |          | C. Provide math intervention services in small groups or in collaboration with students for Tier 2 interventions and Tier 3 services  | PLC minutes, ACT reports, student performance, district reports   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents   | General fund, Gear Up        |
|           |          | D. Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through 21 <sup>st</sup> Century Community Learning Centers  | 21 <sup>st</sup> CCLC schedules, 21 <sup>st</sup> CCLC attendance and data reports; sign-in sheets                  | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, 21 <sup>st</sup> CCLC Data Coordinator | 21 <sup>st</sup> CCLC grants |
|           |          | E. Coordinate and provide resources for each school’s MTSS team to address academic and behavioral needs; Maintain a system of progress monitoring as evidenced by tools such as Aimsweb, Review 360, lesson plans, walk-through documentation, learning checks, common assessment data, benchmark data, and professional learning agendas            | Aimsweb data, Review 360 data, lesson plans, walk-through documentation, learning checks, student data, PLC minutes | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA funds                   |
|           |          | F. Provide trainings and technical support to school managers and teachers using Aimsweb software to identify student achievement gaps and develop instructional strategies to address gaps; provide trainings and technical support to school managers and teachers using Review 360 to identify behavior issues and develop intervention strategies | PD sign in sheets, PLC minutes, Aimsweb and Review 360 data, lesson plans   | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education          | IDEA                         |

| Objective | Strategy | Activities  | Measure of Success   | Progress Monitoring  | Funding           |
|-----------|----------|---|--|--|-------------------|
|           |          | J. Support writing program that is focused on the CER writing strategy for all subject areas  | PLC minutes, implementation walk-throughs                            | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                                | No funding needed |
|           |          | K. Provide training and support with high leverage strategies, specifically with scaffolded supports, for all content teachers including special education teachers | PD sign in sheets, PLC minutes                                       | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents, Director of Special Education | IDEA              |
|           |          | G. Research and provide training and support for instructional strategies targeting the male population in writing at the high school level.                        | PLC minutes, walkthroughs/ observations, district assessment reports | 8/2023 – 5/2024<br>Principals, Instructional Coaches, Superintendents                                | No funded needed  |

4: English Learner Progress

| Goal 4: Students will advance from using some social English and general academic language in the Emerging Level to using social English and some specific academic language, advancing to the Developing level for an overall increase of 1.5 levels in the speaking domain on the ACCESS for ELLs assessment by 2026.        |                                    |   |   |  |                      |
|--|------------------------------------|---|---|--|----------------------|
| Objective  | Strategy                           | Activities  | Measure of Success  | Progress Monitoring  | Funding              |
| Objective 1<br>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. | Design, Align, and Deliver Support | A. Provide training and support for teachers who will provide instruction for ELL students through sheltered immersion  | ACCESS scores, student performance, student program service plan monitoring | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | PD Funds             |
|  |                                    | B. Facilitate training for teachers focused on student engagement strategies through our Deeper Learning initiative - specifically strategies focused on conversations, oral presentations, and discussions | ACCESS scores, student performance, student program service plan monitoring | 8/2023 – 5/2024<br><br>Principals, Instructional Coaches, Superintendents, Director of Special Education | SESC Deeper Learning |

5: Quality of School Climate and Safety

| Goal 5: Increase the district Climate index score for the elementary level from 86.5 to 95.0; the middle school level from 75.4 to 86.5; and the high school level from 64.8 to 73.5 by 2025.<br>Increase the district Safety index score for the elementary level from 80.9 to 90.0; the middle school level from 68.2 to 80.0; and the high school level from 60.6 to 73.5 by 2024. |  |   |   |  |                   |
|---|--|---|---|--|-------------------|
| Objective   | Strategy                                   | Activities  | Measure of Success  | Progress Monitoring  | Funding           |
| <u>Objective 1</u><br>Increase the district Climate index score for the elementary level 86.5 to 90.0; the middle school level from 75.4 to 81.5; and the high school level from 64.8 to 68.5 by 2024.  | Establish Learning Culture and Environment | A. Assist and provide support to teachers with resources for social-emotional learning and character education                              | District Report Card, Behavior data   | 8/2023– 5/2024<br><br>Principals, Superintendents, Director of Special Education, School Psychologists | IDEA              |
|   |  | B. Assist and support teachers with the implementation of Review 360  | District Report Card, Behavior data, Review 360 reports                             | 8/2023– 5/2024<br><br>Principals, Superintendents, Director of Special Education                       | IDEA              |
|   |  | C. Assist and support teachers with strategies and activities for classroom behavior management plans and individual student behavior plans | District Report Card, Behavior data, Review 360 reports, principal walkthrough data | 8/2023– 5/2024<br><br>Principals, Superintendents, Director of Special Education, School Psychologists | No funding needed |
|   |  | D. Assist and support school administrators with suggestions and activities that demonstrate care and support of students                   | District Report Card, Behavior data, Review 360 reports                             | 8/2023– 5/2024<br><br>Principals and Superintendents   | No funding needed |
|   |  | E. Facilitate training for positive behavior intervention supports and monitor implementation   | PD sign-in sheets, principal walkthrough data                                       | 8/2023– 5/2024<br><br>Principals, Superintendents, Director of Special Education                       | PD funds          |
| <u>Objective 2</u><br>Increase the district Safety index score for the elementary level from 80.9 to 85.0; the middle school level from 68.2 to 75.0; and the   | Establish Learning Culture and Environment | A. Assist with and approve school emergency and safety plans  | School emergency and safety plans   | 8/2023– 5/2024<br><br>Principals, Superintendents, Director of Safe Schools                            | No funding needed |
|   |  | B. Support principals with safety protocols and checklist for   | Risk assessment results, Director of Safe School walkthroughs                       | 8/2023– 5/2024   | No funding needed |

Goal 5: Increase the district Climate index score for the elementary level from 86.5 to 95.0; the middle school level from 75.4 to 86.5; and the high school level from 64.8 to 73.5 by 2025.  
 Increase the district Safety index score for the elementary level from 80.9 to 90.0; the middle school level from 68.2 to 80.0; and the high school level from 60.6 to 73.5 by 2024.

| Objective                                    | Strategy | Activities   | Measure of Success   | Progress Monitoring   | Funding                |
|--|----------|--|--|---|------------------------|
| high school level from 60.6 to 68.5 by 2024. |          | walkthroughs regarding risk assessment   |  | Principals, Superintendents, Director of Safe Schools                     |                        |
|  |          | C. Perform informal walkthroughs regarding safety protocols and communicate results with the principal                       | Risk assessment results, Director of Safe School walkthroughs, Program Manager PLC minutes | 8/2023– 5/2024<br>Principals, Superintendents, Director of Safe Schools   | No funding needed      |
|  |          | D. Review school risk assessment results and communicate with the principal  | Risk assessment results, Program Manager PLC minutes                                       | 8/2023– 5/2024<br>Principals, Superintendents, Director of Safe Schools   | No funding needed      |
|  |          | E. Assign School Resource Officers to schools through the partnership with the Whitley County Sheriff’s Office               | SRO school assignments   | 8/2023– 5/2024<br>Principals, Superintendents, Director of Safe Schools   | Title IV, General Fund |
|  |          | F. Continue awareness and assessment of out-of-district threats and safety issues and communicate to principals              | Risk assessment results, Program Manager PLC minutes                                       | 8/2023– 5/2024<br>Principals, Superintendents, Director of Safe Schools   | No funding needed      |
|  |          | G. Provide Knox Boxes at each school for easy access for first responders during emergency situations                        | Routine risk assessment monitoring, principal walkthroughs/drill checklist                 | 8/2023– 5/2024<br>Principals, Superintendents, Director of Safe Schools   | General Fund           |
|  |          | H. Provide all teachers with QPR and Code Red training; Provide all middle school and high school teachers with SOS training | PD Sign in sheets; walkthroughs  | 8/2023 to 5/2024<br>Principals, Superintendents, Director of Safe Schools | No funding needed      |

6: Postsecondary Readiness

| Goal 6: Increase the rate of students who are post-secondary ready from 83.4 to 95.0 by 2026.  |                                    |  |   |  |                   |
|--|------------------------------------|--|---|--|-------------------|
| Objective  | Strategy                           | Activities   | Measure of Success  | Progress Monitoring  | Funding           |
| <u>Objective 1</u><br>Increase the percentage of students who are post-secondary ready (non-duplicated academic and career – including high demand) from 83.4 to 88.0 by 2024. | Review, Analyze, and Apply Data    | A. Utilize the Early Warning and Persistence to Graduation Tools to target needed interventions for at-risk students who are not meeting benchmarks  | IC reports  | 8/2023– 5/2024<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
|  |                                    | B. Analyze from KSA, ACT, Career and Technical End-of-Program (CTE-EOP), Advanced Placement (AP), etc. assessment results to determine instructional gaps  | District report card, district reports, TEDS reports, ACT reports | 8/2023– 5/2024<br><br>Principals, Instructional Coaches, Superintendents | No funding needed |
|  | Design, Align, and Deliver Support | A. Provide access to resources related to academic and career advising and post-secondary readiness; Develop and maintain policies which allow students to enroll in dual credit courses offered on-site and on the college campus; Provide access and training for teachers who receive AP training | District report card, district reports, TEDS reports, ACT reports | 8/2023– 5/2024<br><br>Principals, Instructional Coaches, Superintendents | PD funds          |
|  |                                    | B. Develop partnerships with businesses within our community to assist with work experience and work skill development related to career pathways  | Partner agreements  | 8/2023– 5/2024<br><br>Principals and Superintendents                     | No funding needed |
|  |                                    | C. Monitor/approve the use of Perkins funds to purchase/upgrade CTE equipment, software, and needed materials for CTE pathways; Assist with the purchase of needed   | Perkins plan and MUNIS reports                                    | 8/2023– 5/2024<br><br>Superintendents                                    | Perkins funds     |

Goal 6: Increase the rate of students who are post-secondary ready from 83.4 to 95.0 by 2026.

| Objective | Strategy | Activities   | Measure of Success                              | Progress Monitoring  | Funding                       |
|-----------|----------|--|---|--|-------------------------------|
|           |          | <p>equipment, software, materials for the CTE Pathways using Perkins funds</p> <p>D. Purchase and facilitate training or a college/career program to assist with the development of a student’s individual learning plan (ILP); Provide resources and technical assistance for ILP’s; Monitor each school’s completion percentage of ILP requirements; Provide all students with career pathway information related to their ILP to make elective choices; Disseminate information and resources to parents and guardians about the requirements of the ILP.</p> | ILP Completion                                  | <p>8/2023– 5/2024</p> <p>Principals, Instructional Coaches, Superintendents, ILP Coordinator, PD Coordinator</p> | Title IV, PD funds            |
|           |          | E.CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment or competencies associated with profession.   | Field Trip Requests;<br>Field Trip Student List | <p>8/2023– 5/2024</p> <p>CTE Teachers, CTE PLC Team Lead, Administration, Instructional Coaches,</p>             | \$3,000 (fundraising & LAVEC) |

7: Graduation Rate

| Goal 7: Increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96.4 to 100.0 by 2026.                      |   |  |  |  |                                |
|--|---|--|--|--|--------------------------------|
| Objective  | Strategy                                  | Activities   | Measure of Success                         | Progress Monitoring  | Funding                        |
| <p><u>Objective 1</u><br/>Increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96.4 to 98.0 by 2026.</p> | <p>Design, Align, and Deliver Support</p> | <p>A. Provide resources and technical assistance for ILP's; Monitor each school's completion percentage of ILP requirements; Provide all students with career pathway information related to their ILP to make elective choices; Disseminate information and resources to parents and guardians about the requirements of the ILP.</p> | <p>ILP Completion</p>                      | <p>8/2023– 5/2024<br/><br/>Principals, Instructional Coaches, Superintendents, ILP Coordinator, PD Coordinator</p> | <p>Title IV, PD funds</p>      |
|  |   | <p>B. Monitor and support programs that provide individual intervention such as Reading Plus, Edulastic and Edgenuity</p>  | <p>IC Credit Summary report</p>            | <p>8/2023– 5/2024<br/><br/>Principals, Instructional Coaches, Superintendents</p>                                  | <p>Title IV, General funds</p> |
|  |   | <p>C. Utilize the Persistence to Graduation Tool to identify students who may be off-track for promotion or on-time graduation and provide targeted assistance and intervention</p>  | <p>IC Persistence to Graduation report</p> | <p>8/2023– 5/2024<br/><br/>Principals, Instructional Coaches, Superintendents</p>                                  | <p>No funding needed</p>       |
|  |   | <p>A: Conference with students who are experiencing barriers in attendance regarding options for alternate settings and hardship graduation</p>  | <p>Student Enrollments</p>                 | <p>8/2023– 5/2024<br/><br/>Guidance counselors, Administration, and DPP</p>  | <p>No funding needed</p>       |
|  |   | <p>B: Include virtual dual credit opportunities for students who are in an alternate placement</p>   | <p>Student Enrollments</p>                 | <p>8/2023– 5/2024<br/><br/>Guidance counselors, Administration, and DPP</p>  | <p>No funding needed</p>       |



# 2023-2024 Phase Four: Professional Development Plan for Districts for School Year 2024-2025

2023-2024 Phase Four: Professional Development Plan for Districts for School Year  
2024-2025

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## **2023-24 Phase Four: Professional Development Plan for Districts for School Year 2024-2025**

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

We, the staff of the Whitley County School District, believe that ALL students can learn and that it is our responsibility to ensure ALL students acquire the skills necessary to function as productive citizens in the community. The Whitley County School District is committed to providing a safe, supportive environment to meet the needs of all students to ensure students are post-secondary ready. The district provides various supports and opportunities for our students to achieve at high levels and become successful. Our belief is that early intervention, progress monitoring, and continued support will prepare our students for success with graduation, college, career, and life. We envision providing our students with a learning experience in which all students achieve proficiency.

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

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

The most critical areas for improvement identified in the completed needs assessment include (1) increasing student achievement at the proficiency and distinguished levels while decreasing the number of students scoring at the novice level and (2) closing the achievement among various groups.

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

Our Comprehensive District Improvement Plan (CDIP) addresses our top two priorities for professional development as part of our district goals and objectives. Under the goals for the State Assessment Results in the content areas, we will focus on the strategies of designing and delivering instruction as well as designing and deploying standards to address the academic achievement of our students. Our district initiatives focus on literacy instruction and student engagement. Our second priority of closing the achievement gap is addressed with the State Assessment Results goals within the strategies of designing, aligning, and delivering instruction: designing, aligning, and delivering support; and establishing the learning culture and environment. This priority will also fall under the objectives for addressing the achievement gap through the strategies of designing, aligning, and delivering instruction and reviewing, analyzing, and applying data.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The Whitley County School District plans to continue to implement evidence-based instructional strategies to increase student engagement and improve student achievement. This will be evidenced by an increase in the percentage of students scoring at the proficient and distinguished levels and a decrease in the percentage of students scoring at the novice levels. Implemented activities include engagement, differentiation, intervention, and enrichment.

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

Teacher practice will be improved and enhanced through professional learning focused on student engagement, differentiation, intervention, and enrichment strategies. Effective teacher practice will result in improved student achievement and success.

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

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

The professional development will be monitored for evidence of implementation in a variety of ways. Teacher walk-through data, lesson plans, student work analysis, common district assessment data, MAP data, STAR data, progress monitoring data, Kentucky Summative Assessment data, IOWA Assessment data, and MTSS data will be analyzed for teacher implementation and successful student outcomes. Data will be gathered by teachers, instructional coaches, interventionists, principals, and assistant principals. Ongoing data collection will include teacher walk-through data, lesson plans, and progress monitoring data will occur frequently and be analyzed weekly/monthly. Student work analysis, common district assessment data, and MTSS data, will be analyzed weekly through PLCs. MAP and STAR data will be analyzed three times a year. KSA and IOWA Assessment data will be analyzed once results are received and used to drive continued improvement.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

One indicator of success for teachers includes the level of attainment of professional growth goals in the area of improved teacher practice as indicated in teachers' individual growth plans. Another indicator of success involves teacher evaluation. Teachers will earn a rating of advanced or accomplished for the evaluation category of Planning and Environment. For students, the indicators of

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success will include proficiency levels on STAR, MAP, IOWA, KSA, Science Through Course Tasks, and district summative assessments.

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

Teachers, instructional staff, district instructional coaches, principals, and students will be impacted by professional development focused on improving teacher practice.

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

Resources needed to support professional development focused on improving teacher practice include funding, time, and materials. Grants along with collaboration with our cooperatives, Southeast South-Central Educational Cooperative (SESC) and Green River Regional Educational Cooperative (GRREC) will assist in providing needed funding for professional consultants, training, and materials. On-going support will be provided through teacher leaders, deeper learning coaches, and district instructional coaches.

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

Ongoing support for the implementation of professional learning to improve teacher practice includes weekly professional learning communities, coaches through deeper learning, and coaching through district instructional coaches.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the district goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Teachers will be provided continued training focused on teaching students of poverty, homeless students, and students with disabilities. Teachers will implement instructional strategies including building vocabulary, using mental models, using rubrics for student evaluation, engaging students, and relating content to careers.

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

Teacher practice will be improved and enhanced through professional learning focused on teaching strategies that are geared specifically toward students of poverty, homeless students, and students with disabilities. Effective teacher practice will result in improved student achievement and success.

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

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

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

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

Professional development will be monitored by principals and instructional coaches for evidence of implementation through work samples, common assessments, data from STAR, MAP, classroom observations, and walkthroughs. This monitoring will be discussed weekly during PLCs and as assessment data becomes available.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

The indicators of success include improving the proficiency rate in all subjects for economically disadvantaged students and students with disabilities. The achievement gap will be greatly reduced along with the percentage of students in these gap groups that are scoring at the novice level.

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

The target audience for professional development focused on closing the achievement gap for economically disadvantaged students and students with disabilities includes teachers, instructional assistants, interventionists, assistant principals, and principals.

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

Resources needed to support professional development include training focused on specific instructional strategies for teaching students of poverty, homeless students, and students with disabilities.

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

Ongoing support for the implementation of professional learning for closing the achievement gap for economically disadvantaged students and students with disabilities includes coaching through district instructional coaches, coaching with deeper learning coaches, and continuous improvement processes through professional learning communities.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Whitley County

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
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## 2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

**Whitley County**  
**John Luster Siler**  
300 Main Street  
Williamsburg, Kentucky, 40769  
United States of America

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## 2023-24 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.*

701 KAR 5:150, Section 1(5):

*“non-traditional instruction plan” means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).*

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district’s plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

### **District Assurances for Continuation of Learning Plan:**

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school

Whitley County

district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.

2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure that the district's students are not penalized when the district uses an NTI day.
5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.
6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.
7. All staff will follow their normal work schedules on NTI days.
8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.
9. Participation will be recorded for all students on NTI days.
10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

John Siler, Superintendent

April 16, 2024

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

The Whitley County School District is deeply vested in maintaining the ongoing development and delivery of a quality NTI program. For the 2024-25 school year, our district plans to offer instruction that is primarily digitally-based during NTI days. At the onset of the 2020-2021 school year, Whitley County Schools achieved a one-to-one Chromebook ratio for students in kindergarten through 12th grade. Our district will use a combination of on-line, performance-based, email and web-based instructional programs/projects along with other available teacher communication tools to ensure the continuation of student learning in the event of short-term or long-term school closures. Teachers will utilize Google Classroom, Zoom, Remind, Infinite Campus (Campus Learning) and other technology platforms to provide instruction and communication. Our teachers have embedded digitally-based instruction within their traditional instruction for several years, and students have been utilizing personal technology devices in classrooms as instructional aid. Both our teachers and students are very familiar with the technology platforms and digital teaching tools. Teachers will have electronic forms of assignments to share with parents upon request. Learning packets will also be available for parent and student access on the school district's web page. If available, mobile hotspots will also be used by students who do not have reliable internet service. For students in

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Kindergarten through 12th grade who digital accessibility remains limited, the instructional process begins with the NTI learning packets. These packets are developed and approved prior to the beginning of the school year. The learning packets will be sent home with students at the beginning of the school year for use during NTI days. Additionally, teachers will augment their instruction with a range of approaches to include performance-based projects and alternative learning activities that are not digitally-based. NTI learning packets and performance-based assignments will be reviewed, graded, and student feedback given accordingly. Students will also have the option of utilizing a jump drive that has lessons and assignments loaded. Students will complete work and save their work to the jump drive and return the jump drive to their teacher.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

The Whitley County School District will ensure a continuation of learning for students with IEPs when in-person instruction is not feasible by following the district's policies and procedures for providing a free and appropriate public education. Through the implementation of Individual Education Plans (IEPs) for students with disabilities, services will be rendered using a multitude of methodologies. The Admissions and Release Committees (ARCs), Central Office Personnel, Itinerant Personnel and School-Based Personnel will work closely with individual parents before the implementation of NTI days to develop the best method for the delivery of instruction and accommodations needed for the individual students with disabilities during NTI days. Additionally, the way weekly student progress is evaluated will be discussed. These delivery methods and accommodations will be documented in the student's IEP. Central Office Personnel, Itinerant Personnel, Special Education Teachers, and Related Service Providers will maintain daily electronic logs of the services provided to students during NTI days. This log will be completed at the end of the NTI day by the school staff and be monitored by the district's central office special education staff. The log will include the date, time, methods, and nature of the services provided. This information will also be documented within Infinite Campus.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

The Whitley County School District will ensure a continuation of learning for other populations of students through the implementation of student specific educational plans for 504, English Language Learners, and Gifted Students utilizing various resources such as Google Classroom, Infinite Campus (Campus Learning), and other

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## means of instructional delivery. NTI day instruction for 504, ELL, and Gifted

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Students will resemble a traditional school day with differentiated and specialized instruction, as described in their 504 Accommodation Plan, PSP, and/or GSSP. During professional learning, teachers and staff of the Whitley County School District will receive updated and ongoing training on Google Classroom, Infinite Campus (Campus Learning Suite), and other instructional delivery methods. These resources will provide teachers the ability to access and review specific learning plans for special student populations. These learning platforms will give teachers the ability to specialize and provide feedback to each child when providing instruction. All specialized student learning will continue on NTI days. Student case managers and program facilitators will work with teachers before, during, or after NTI days to prepare and provide resources to ensure a continuation of learning.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

Our ultimate goal is found in our mission statement for the Whitley County School District: "We, the staff of the Whitley County School District, believe that all students can learn. It is our responsibility to ensure that all students acquire the essential skills necessary for them to function as productive citizens." Our other district goals for our students are focused on achieving proficiency in reading, math, science, editing and mechanics, writing, and social studies; closing the achievement gaps; maintaining/increasing our graduation rate, and increasing the percentage of students who are post-secondary ready. In order to make progress toward these goals, our non-traditional instructional plan must include access to learning for all students through both virtual platforms and learning packets. During short-term and long-term closures, instruction will be aligned to the appropriate grade level curriculum map that focuses on the Kentucky Academic Standards for each content area to ensure a continuation of learning. This focused instruction will provide for mastery of standards whether in a virtual, in-person, hybrid, or learning packet situation. Continuation of learning during closures will help in our efforts to close the achievement gaps among the differing populations of students; maintain a high graduation rate; and provide our students with opportunities to be post-secondary ready. Another district goal is to maintain constant communication with students during in-person instruction, hybrid instruction, Zoom sessions, and Google Classroom. Ensuring effective communication with all students creates a culture of trust, increases engagement, and improves productivity. This leads into our district goal of maintaining and supporting the well-being of our students focusing on physical, social, intellectual, and emotional factors. By targeting the well-being of our students and connecting it to our continuation of learning plan, our students' academic performance, behavior, mental health, and social integration will improve. Another district goal is meeting our students' nutritional needs during short-term and long-term school closures. We plan to accomplish this as we have in the past through meal pick-ups at school sites and through bus and van deliveries to students' homes. We are committed to the healthy development of our students and want them prepared to learn and grow.

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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## 2023-2024 Phase Four: English Learner Plan for Districts (Lau Plan)

2023-2024 Phase Four: English Learner Plan for Districts (Lau Plan)

**Whitley County**  
**John Luster Siler**  
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## 2023-24 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts will develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing these assurance statements districts are documenting that the district Lau Plan contains each of the required components and has been recently reviewed by the appropriate stakeholders and is easily available to the general public. In addition to completing the assurances, the district Lau Plan **must** be uploaded as an attachment.

**Choose Yes or No for each statement and upload the district Lau Plan as an attachment.**

### Lau Plan Component Assurances

Please confirm that each required component has been included in the district's Lau Plan. Note: Additional information may be included in the plan at the discretion of the district.

1. Names of the Lau Plan team members

Yes

No

2. Guiding principles of the Lau Plan

Yes

No

3. Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)

Yes

Whitley County

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No

4. Description of the LIEP

**Yes**

No

5. Process to provide meaningful access to all co-curricular and extracurricular programs and activities

**Yes**

No

6. EL professional development for staff who deliver instruction or support the LIEP for ELs

**Yes**

No

7. Information about the annual English language proficiency assessment and administration

**Yes**

No

8. LIEP exit criteria and procedures

**Yes**

No

9. Procedures for monitoring students who have exited the LIEP

**Yes**

No

10. Process for evaluation of the district's EL program

**Yes**

No

Lau Plan Development Assurances

Please confirm the following information related to the Lau Plan.

1. The Lau Plan is reviewed (and revised, when necessary) on a regular basis (i.e., every two years).

Whitley County

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**Yes**

No

2. The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.

**Yes**

No

3. Lau Plan revisions take into account program evaluations and stakeholder feedback.

**Yes**

No

4. The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

**Yes**

No

5. The district's Lau Plan has been uploaded in the attachment area directly below #5.

**● I certify that I have uploaded the district's Lau Plan in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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2023-2024 Whitley County Lau Plan

Whitley County

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# Attachment Summary

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