



KDE Comprehensive School Improvement Plan

Whitley County High School
Whitley County

350 Boulevard Of Champions
Williamsburg, KY 40769

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

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

Whitley County High School, located in Williamsburg, Kentucky, currently serves 1,124 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 35,766 people. The demographic make up of our area has not changed noticeably over the past 3-5 years. It is 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is \$15,960 - well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy can not be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families are and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner-occupied housing is \$120,400. Seventy-six percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum. Students have the opportunity to excel with a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in seven CTE areas or complete in-house coursework in 11 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school. 52% of our students are male and 48% are female. Our student body consist of 343 freshmen, 257 sophomores, 259 juniors, 204 seniors, and 3 non-diploma/grade 14 students. 12.9% of our learners are Gifted & Talented. 15.7% of our learners are identified as special education. Due to the lack of ethnic diversity in the area, the majority of our students are white. Within our student body we have 1049 White students, 7 Hispanic/Latino students, 5 Black/African-American students, 2 Asian students, 1 American Indian or Alaska Native students, and 2 students who identify with more than one ethnic background. Our students with disabilities population makes up 15.7% of the student body. Our faculty/staff consists of: 1 principal, 3 assistant principals, 3 school guidance counselors, 2 media specialists, 72 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 1 duplication clerk, 1 credit recovery aide, 7 FMD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 1.5 crisis counselors. Safety is a priority in our school. All parents have online access to the school and district disciplinary code/student handbook. All guests are required to sign-in and all of our classrooms have telephone access to outside lines. We support education for all learners and offer programs and services for diverse learners.

Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a proficient/progressing district. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is new for the area and a shift in cultural ideal as well as the climate must embody the importance of this 21st Century vision of a high school graduate.

School's Purpose

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

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

CLUBS & ORGANIZATIONS: Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, DECA Club, Future Career and Community Leaders of America (FCCLA), Fight Animal Cruelty Together (FACT) Club, Pep Club, First Priority, 4-H Club, French Club, Spanish Club, Future Business Leaders of America (FBLA), Educators Rising, Future Farmers of America (FFA), HOSA, JROTC (Raider Club, Color Guard, Honor Guard, Drill Team), National Honor Society, SKILLS USA, Student Government Association, and UNITE.

ATHLETICS: Baseball, Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading, Cross Country (Boys & Girls), Football, Golf (Boys & Girls), Soccer (Boys & Girls), Tennis (Boys & Girls), Track & Field (Boys and Girls), Volleyball, and Wrestling.

21st CENTURY COLONELS: Academic Opportunities (Credit Recovery, Retention Prevention, Independent Practice) Enrichment Opportunities (ACT Prep, Academic Club, Spine Crackers Book Club, Fitness of the Mind, Colonel Players, VPA/Dance Club, Radio Club, Colonel Clean-up Club, Colonel Crafts, Foreign Language Club, ARK - Acts of Random Kindness, Relay for Life, First Priority, Science Club, Whitley Walkers, Band).

Notable Achievements and Areas of Improvement

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

Notable Achievements

Currently we have the status of a Proficient Progressing High School for the 2014-2015 Unbridled Learning: College and Career Readiness for All.

According to the district administration's review of our data, "our strengths related to student learning at the high school level are in the areas of U.S. History, Writing, and Language Mechanics. The percentage of students scoring in the Proficient/Distinguished category was above the state average in U.S. History (+14.5%), Writing (+9.3%), and Language Mechanics (+0.4%). The percentage of students scoring distinguished increased significantly in U.S. History (+16.5%) and Writing (+5.3%).

The percentage of students scoring novice was reduced in English II (-1.3%), Biology (-0.2%), U.S. History (-3.1%), and Writing (-2.6%), and Algebra II (-12.2%).

The percentage of non-duplicated gap students scoring in the Proficient/Distinguished category was above the state average in English II (+4.6%), U.S. History (+21.2%), Writing (+17.6%), and Language Mechanics (+11.3%).

The percentage of non-duplicated gap students scoring novice was reduced in English II (-2.2%), Biology (-0.8%), U.S. History (-3.7%), Writing (-3.1%), and Algebra II (-15.1%).

In the area of growth, the percentage of students at benchmark increased in reading (+3.0%) and math (+1.7%).

The five-year adjusted graduation rate increased 2.2% and is 7.5% above the state.

An analysis of ACT results revealed that the percentage of all students meeting benchmarks compared to the state is 3.0% in English and 4.7% above in Reading. The percentage of non-duplicated gap students meeting benchmarks compared to the prior year increased in English (+0.6%) and Reading (+2.3%).

The percentage of students qualifying for college credit increased 3.3% from the previous year. The percentage of graduating seniors that are attending college increased 14.1% from the prior year. The high school has met its College and Career Readiness goal for the past five years.

All three accountable areas of program reviews scored proficient.

Our in-house analysis revealed these strengths. . .

Unbridled Learning assessment comparisons from 2013-2014 to 2014-2015 reveal the following increases in these areas of accountability:

***Our overall score increased from 71.7 to 74.2 (+2.5). We missed being classified as a distinguished school by 1.2 points.

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***Our school classification improved from a Proficient school to a Proficient/Progressing school.

***Our school percentile increased from 74th to 86th.

***Our Social Studies content assessment is ranked 34th out of 228 Kentucky high schools.

***Our Writing content assessment is ranked 38th out of 228 Kentucky high schools.

***We met our AMO Goal, our Participation Rate Goal, and our Graduation Rate Goal.

***According to our 2014 vs. 2015 Reporting Categories:

-----Achievement increased from 58.2 points to 63.3 points (+5.1)

-----Gap increased from 36.8 points to 42.7 points (+5.9)

-----Growth increased from 50.6 points to 52.9 points (+2.3)

-----College & Career Readiness increased from 76.8 points to 77.0 points (+0.2)

-----Graduation Rate increased from 94.3 points to 96.5 points (+2.2)

-----Program Review continued to earn all possible accountability points with 23.

According to the school report card Accountability/Learner/Achievement information, we had the following areas of improvement:

-----Math increased from 18.7 to 23.8 (+5.1)

-----Social Studies from 60.7 to 71.4 (+10.7)

-----Writing from 49.9 to 59.3 (+9.4)

-----Language Mechanics from 47.8 to 52.0 (+4.2).

According to the school report card Accountability/Learner/Gap information, we had the following areas of improvement:

-----Reading increased from 48.0 to 48.6 (+0.6)

-----Math increased from 13.5 to 19.8 (+6.3)

-----Social Studies from 54.4 to 66.1 (+11.7)

-----Writing increased from 43.4 to 55.6 (+12.2)

-----Language Mechanics from 43.0 to 50.2 (+7.2).

According to the school report card Accountability/Learner/Growth information, we had the following areas of improvement:

-----Reading increased from 54.7 to 57.7 (+3.0)

-----Math increased from 46.3 to 48.0 (+1.7)

*** Our 4-Year Adjusted Cohort Graduation Rate = 93.3% up from 92.3% (+1.0) ----- Male graduates increased from 88.5% to 93.2% (+4.7).

Free/Reduced Lunch graduates increased from 91.1% to 92.6% (+1.5).

*** Our 5-Year Adjusted Cohort Graduation Rate = 96.5% up from 94.3% (+2.2). We are above the state average of 89.0% by 7.5

percentage points. ----- Male graduates increased from 91.1% to 95.3%. Gap group graduates increased from 93.1% to 95.3% which is above next year's delivery target.

*** Program Review = Arts & Humanities scored 8.7 (Proficient), Practical Living Career Studies scored 10.2 (Proficient), and Writing scored

8.1 (Proficient) for a total of 27 points. Our accountability points were 23 out of a possible 23.

*** For the 2013-2014 school year, we earned bonus points in two areas of accountability (CCR and Language Mechanics). Comparatively, for the 2014-2015 school year, we earned bonus points in four areas of accountability (CCR, Language Mechanics, On-Demand Writing, and Social Studies). For on-demand writing, we received 7.1 bonus points because our distinguished performance level of 12.7% outperformed our novice level at 5.6%. For language mechanics, we received 6.3 bonus points because our distinguished performance level of 24.9% outperformed our novice level at 18.6%. For social studies, we received 7.0 bonus points because our distinguished performance level of 24.7% outperformed our novice level at 17.8%.

*** As for our ACT scores, we are above the state average for meeting the benchmarks in the following areas: English = WCHS 58.3 vs. State 55.3 (+3), Reading = WCHS 52.1 vs. State 47.4 (+4.7).

*** As for our ACT sub-scores, we are above the state average in the following areas: English = WCHS 19.1 vs. State 19.0, Reading = WCHS 20.0 vs. State 19.8, Science = WCHS 19.6 vs. State 19.3.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that in 2013-2014 we had 79 students participated in KOSSA assessments and 54 of them earned KOSSA certificates, which is a passing rate of 68.35%. While in 2014-2015, we had 135 students participate in KOSSA assessments and 99 of them earned KOSSA certificates, which is a passing rate of 73.33%.

Individual pathway results are as follows:

11 students took the Administrative Support KOSSA, 10 received certificates (91% passing rate);

32 students took the Ag Power Structures KOSSA, 25 received certificates (78% passing rate);

10 students took the Communication KOSSA, 9 received certificates (90% passing rate);

16 students took the Culinary & Food Services KOSSA, 11 received certificates (69% passing rate);

13 students took the Environmental Science KOSSA, 9 received a certificate (69% passing rate);

10 students took the Horticulture KOSSA, 5 received certificates (50% passing rate);

43 students took the Marketing KOSSA, 30 received certificates (70% passing rate).

Our Freshman Academy where students can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements. A Freshman Academy assistant principal and guidance counselor monitor student academic progress and intervene to ensure student success. Freshman Academy Goals: to improve student achievement; to help each student become as successful as he/she can be; to support and strengthen the students' academic confidence; to help them find their strengths in their studies; to build on those strengths; to learn new skills; to improve their reading, mathematical, and analytical skills; to create a smaller, safer, and more personal high school learning environment; and to reduce drop-out and failure rates for ninth graders (According to statistics, success during a student's ninth grade year is critical towards completion of high school).

For the Freshman Academy, we selected the name "The FORT" to demonstrate our desire that this be a safe and friendly place where all incoming ninth graders can make a smooth transition from the middle school to the life of a high school student. The Freshman Academy is designed to help incoming freshmen successfully complete rigorous high school academic requirements. To ensure our students are ready to enter college and the workforce, the latest technology has been made available in the Freshman Academy. Also, the science labs are furnished with state of the art technology and equipment. We are hoping to create smaller, more nurturing learning communities that will boost learning. We want to create an atmosphere where no student slips into anonymity. Common core planning allows teachers to meet and discuss student progress and provides time to assess, plan and revise curriculum issues throughout the school year. Having an assistant principal and counselor assigned to freshman student services allows them to be proactive concerning student and teacher issues.

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Freshmen have a place to call their own that will be off limits to upperclassmen. In addition, special needs teachers work closely with the core teachers to ensure that each individual education plan is met and the core content is matched with regular class instruction in our Freshman Academy and throughout the entire school.

Whitley County High School utilizes technology on a school-wide basis with 11 computer labs and 190 wi-fi computers with wireless capabilities for student use. Nearly all departments feature mini-computer labs and 4 iPad sets are available for supplemental instruction. Sixty-five classrooms have SMARTBoards with projectors, document cameras, and workstations with internet access. MAP testing will be used as an aid to identify student strengths and weaknesses to facilitate more personalized instruction. SkillsTutor, Study Island, and FLRT develop and reinforce content skills. Students have the opportunity three periods per day to take the Radio Broadcasting class which is taught in our on-site radio station (WCWC 1430). Credit Recovery is based on the Edgenuity online program. The business program features four complete computer labs where students are not only taught advanced business skills, but also receive training that enables them to be successful in computer manipulation in other departments. Preparatory students in the Business Department have the opportunity to earn industry certifications in IC3 and Microsoft Office Specialist. Within the Business Department, students use computers to design an all-color yearbook, school newspaper, and produce a weekly online news program called WCTV.

Our career pathway offerings include: Agriculture Power, Structural & Technical Systems, Environmental Science & Natural Resources, Horticulture & Plant Science, Culinary & Food Services, Web Development/Administration, Marketing, Administrative Support, Business Multimedia, Information Processing, and JROTC. Students interested in vocational training may also choose to attend the Corbin Area Technology Center to seek Industry Certifications in the following areas: Automotive Technology, Computer Aided Design, Emergency Management Services, Information Technology, Electrical Technology, Health Science, and Welding.

The high school library has one of the most up-to-date media centers in the region. The media center has three full-service computer labs, a photocopier, resources in the CD-ROM format, computerized card catalogue and circulation system, internet capabilities, video cameras, and iPads. Students are encouraged to use technology to document classroom events and make presentations in nearly every subject area. Our students have access to a wide range of fiction and non-fiction books for pleasure reading and/or research. Because the media center is automated, technology is used to complete numerous tasks associated with research and reading. In Lab A, students can use Microsoft software to create documents or research a topic using Mozilla Firefox, Internet Explorer, Kentucky Encyclomedia, and Destiny. In Lab B, which is a Mac Lab, software packages are available such as Skills Bank, Physics Quizzes, and Toolkit for Interactive Mathematics. Students can also use the Lab C, which is also a Mac Lab, to create documents or research class projects. The media center also features a portable iPad lab. The center is open each school day from 7:30 A.M. until 3:30 P.M. All students are encouraged to use the resources available.

We are proud of our Freshman Academy, our technology and our media center, as well as the success of our 21st Century Colonels programs. Our afterschool and summer programs through the 21st Century CCLC grant have provided numerous students and their families opportunities for academic intervention and enrichment and a safe and inviting environment for students to thrive. Several students have earned credits through the Credit Recovery program toward promotion to grade-level as well as graduation. The Retention Prevention program encourages freshmen students to "stay on track" for promotion to 10th grade. Other 21st Century Colonels program offerings showcase individual student talents and provide an outlet for creativity and expression.

Areas of Improvement

According to our district administration's review of our data, "Opportunities for improvement at the high school level are in the achievement areas of English II, Algebra II, and Biology. The percentage of all students who are not proficient in English II is 46.5%. Data indicates that a significant percentage of students are not achieving proficiency in Algebra II (76.2%) and Biology (73.2%)."

While the high school met its target goal for College and Career Readiness, the actual score decreased by 2.7% from the prior year. The number of females achieving College and Career Readiness decreased by 12 students from the prior year and the number of non-duplicated gap students achieving College and Career Readiness decreased by 11 students from the prior year.

The percentage of all students meeting the ACT math benchmark is 11.8% below the state and decreased 8.4% compared to the prior year. The percentage of non-duplicated gap students meeting the ACT math benchmark decreased by 8.3% compared to the prior year.

Senior students are placed in their English and math classes based upon their ACT score demonstrating college readiness or need for intervention as determined by KDE. Although not in accountability, the Global Competency and World Language program review was scored as needs improvement. The overall score was 6.3 with the lowest scoring area in curriculum and instruction."

Our in-house data review revealed the following opportunities for improvement:

We want to improve our overall ranking from 112 out of 228 high schools in Kentucky.

We also want to improve our individual content rankings from:

** 174 out of 228 for Math

** 164 out of 228 for Science

** 130 out of 228 for Reading.

We want to reduce the percentage of students with disabilities who scored novice in all assessment areas. According to the school report card, comparisons of the novice scores for our students with disabilities to those without are as follows:

Reading = Of the 33.6% of all students who scored novice, 66.7% of those are identified as Students with Disability

Science = Of the 22.0% of all students who scored novice, 72.0% of those are identified as Students with Disability

Social Studies = Of the 16.7% of all students who scored novice, 48.7% of those are identified as Students with Disability

Math = Of the 30.1% of all students who scored novice, 44.7% of those are identified as Students with Disability

Writing = Of the 5.6% of all students who scored novice, 26.9% of those are identified as Students with Disability

Language Mechanics = Of the 19.2% of all students who scored novice, 52.9% of those are identified as Students with Disability.

Also, we want to address the gaps between male and female achievement and reduce the number of novice in these gender areas.

According to the school report card, the assessment results indicate the following in regard to gender gaps and novice results:

Reading = 42.5% of all males scored novice while 24.6% of all females scored novice.

Math = 30.3% of all males scored novice while 29.9% of all females scored novice.

Science = 25.0% of all males scored novice while 18.9% of all females scored novice.

Social Studies = 13.8% of all males scored novice while 20.0% of all females scored novice.

Writing = 7.6% of all males scored novice while 3.6% of all females scored novice.

Language Mechanics = 29.4% of all males scored novice while 9.3% of all females scored novice.

According to the school report card, our gap data shows that we need improvement in the following areas:

Reading = 33.6% of all students scored novice in comparison to 37.5% of the gap group which scored novice.

Math = 30.1% of all students scored novice in comparison to 33.9% of the gap group which scored novice.

Science = 22.0% of all students scored novice in comparison to 24.5% of the gap group which scored novice.

Social Studies = 16.7% of all students scored novice in comparison to 20.0% of the gap group which scored novice.

Writing = 5.6% of all student scored novice in comparison to 6.3% of the gap group which scored novice.

Language Mechanics = 19.2% of all students scored novice in comparison to 20.3% of the gap group which scored novice.

Each of our PLC Teams have analyzed and disaggregated the data and devised the following plans for improvement.

The English Team has set these goals:

*** Increase English II EOC percentage of proficient and distinguished from 54.9 to 56.5.

*** Increase KPREP On-Demand Writing percentage of proficient and distinguished 10th grade from 42.8 to 43.8 and 11th grade from 78.3 to 79.3.

*** Increase ACT English score from 19.1 to 19.5.

*** Increase ACT Reading score from 20 to 21.

Their plans to reach these goals are to utilize the following resources along with differentiated instruction and specific teacher feedback: NoRedInk.com, NewsELA, Readworks, Study Island, Skills Tutor, Read Theory, Map testing, COMPASS testing, instructional shares, Quality Core notebook. Furthermore, their plan includes to lower novice scores for English by dash classes, increase student attendance, and utilization of 21st Century Colonels afterschool programs.

Our Math team set the following goals:

*** Close the gap between our math score (17.6) and the state math average (18.9) on the ACT.

*** Reduce the number of novice on the Algebra II EOC.

*** Increase the number of proficient and distinguished on the Algebra II EOC.

They plan to accomplish the ACT goal by using ACT bell ringers, include ACT-type problems for assignments and assessments, provide ACT prep sessions/workshops for students, and incorporate Study Island, Edgenuity ACT program. Their plans to accomplish the EOCgoals are to allow students to re-take classroom assessments for mastery, motivate students to increase attendance, encourage involvement in 21st Century Colonel afterschool programs, incorporate timed-activities with the rigor and relevance of EOC-type assessments, and continue enrollment in dash classes.

Our Science team set the following goals:

*** Increase the ACT science score for females from 19.3 to 19.5.

*** Decrease the Biology EOC novice rate from 24.9% (2014-2015 65 out of 261 students scored novice) to 0.

*** Move students scoring at the apprentice level (50.4) to proficient level, and those scoring at the proficient level (25.2) to the distinguished level.

They plan to achieve the ACT goals by having all Chemistry students participate in a practice ACT Science Test and utilize the data gathered from the practice test to prepare appropriate strategies and activities to meet the student needs. Also, teachers will allow students to work through online Study Island review and have timed practice passages and provide detailed feedback. Teachers will also utilize ACT-style questions for bell ringers. To achieve the EOC goal, teachers will utilize bell ringers from the Quality Core Assessment book, provide hands-on activities and labs, and include chapter reviews from the ABC EOC Review booklet. For continued novice reduction/prevention, teachers will implement CASL-like strategies in the classroom on a daily basis.

The Social Studies PLC team set the following goals:

*** Decrease the percentage of students scoring novice from 17.8% (53 students) to 15%.

*** Increase the percentage of students scoring apprentice from 10.8% to 13%.

*** Increase the percentage of students scoring proficient from 46.7% to 47%.

*** Increase the percentage of students scoring distinguished from 24.7% to 25%.

*** Decrease the percentage of special needs students scoring novice 36% of the 18.7% (or 19 out of 53).

To achieve their goals, the social studies teachers have provided a detailed breakdown of student performance to enable a "Name and

Claim" program to target student achievement. The program is broken down into segments including: "Students on the Bubble--those who are very close to scoring at the next performance level, Gap Group -- Socio-economic factors and students with disabilities, Testing Trends -- analysis of male/female and across content areas."

PL/CS Team set the following goals:

*** Increase the CCR percentage, not including bonus points, from 62.8 to 65.3.

Program Review Teams will implement the following strategies to maintain or increase the accountability index:

*** Improve the quality and accuracy of submissions by utilizing the latest program review rubric for each review area and correctly identifying the appropriate characteristic.

*** Develop guidelines for all teachers to follow regarding the submission process.

*** Improve the document included with submissions (i.e. specific evidence of student work/participation).

Additional Information

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

Our ACT composite for all juniors tested in March increased from 19.1 in 2014 to 19.2 in 2015.

Our JROTC unit has been recognized as "Honor with Distinction" since 1993.

Over the last seven years, we have had 32 students selected as Governor's Scholars.

One HOBY winner and two Robinson Scholars in 2014-2015.

Our National Honor Society has 228 historical members.

We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance. During the 2015 Senior Honors Night, our seniors were awarded over \$1,000,000 in scholarships.

We had 100% participation by our faculty on the TELL Survey in 2015.

47.7% of students taking an AP exam earned a score of 3 or better.

AmeriCorp has placed a College and Career Readiness Coach at WCHS for both the 2014-2015 and 2015-2016 school years.

WCHS Future Farmers of America had a national winner and won Wood Expo for sixth consecutive year. In addition, several of our FFA members placed at the state fair competition.

Outstanding Agriculture Teacher recognized at Annual CTE Conference.

Elite Top 50 FACS Program for 2015 and FCCLA State Officers for the last three years.

Beta Club State Convention winners 2014-2015.

Several of our student organization raise money for various charities.

Very active Arts & Humanities program with theatre, visual arts, dance, chorus, and band. We have an annual art show, choral and instrumental concerts, and several drama performances.

2015 4th Place Colonel Players at KTA and one student earned All-Cast honors.

One of our students was selected for the All-Festival Band in 2015.

One of our students was selected for the All-Festival Chorus in 2014.

For 2015, 49.6% of our graduating seniors were college ready; 25.7% of our graduating seniors were career ready. When calculating the half-point bonus for graduating seniors who were college and career ready our percentage jumps to 77%.

2014-2015 13th Region Volleyball Coach of the Year.

Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors. Our student athletes competed at the state level in cross country, golf, and more. In addition, we have more student-athletes signing to play sports at the collegiate level.

2015-2016 Goals and Plan

Overview

Plan Name

2015-2016 Goals and Plan

Plan Description

Whitley County High School's Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and reducing the novice gap.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the graduation rate from 93.2% to 94.1% in 2016.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$30000
2	Increase each Program Review area score by 0.1.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016	Objectives: 1 Strategies: 3 Activities: 21	Organizational	\$164700
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 66.1% in 2019.	Objectives: 1 Strategies: 5 Activities: 29	Organizational	\$52000
5	Maintain 100% participation in TELL Survey to guide administrative decisions which impact student achievement and teacher retention.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Maintain the percentage of highly-qualified teachers at 100%.	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$99
7	Increase the average combined reading and math proficiency ratings from 38.7% to 68.4% in 2019	Objectives: 1 Strategies: 1 Activities: 12	Organizational	\$0
8	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$0
9	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$0

Goal 1: Increase the graduation rate from 93.2% to 94.1% in 2016.

Measurable Objective 1:

collaborate to increase the graduation rate from 93.2% to 94.1% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy 1:

Academic & Career Advising - All students will be exposed to a variety of career options and various career pathways.

Category: Career Readiness Pathways

Research Cited: Data Analysis

Activity - Incoming Freshman Career Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation	03/01/2016	07/31/2016	\$0	No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

Strategy 2:

Targeted Intervention - High school faculty and staff will increase parental awareness and public awareness of curriculum and career pathway options to incoming freshman.

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Curriculum Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program	01/04/2016	07/31/2016	\$0	No Funding Required	Counselors, Principals, CTE Teachers

Activity - Home Visits for At-Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2015	06/30/2016	\$0	No Funding Required	FRYSC Coordinator

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Activity - FRYSC Supplemental Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement	08/24/2015	05/16/2016	\$0	No Funding Required	FRYSC Director, 21st Century Site Coordinator

Strategy 3:

Career Readiness Pathway - All 9th grade students will choose a career pathway and their schedule will reflect their choice.

Category: Career Readiness Pathways

Research Cited: Explore results, interest inventories, and ILPs.

Activity - Career Pathway Decision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guide all 9th grade students to a career pathway based on their ILP.	Academic Support Program	03/01/2016	07/31/2016	\$0	No Funding Required	Freshman Academy Principal and Counselors

Strategy 4:

Persistence to Graduation - Counselors will meet individually with incoming freshman to determine scheduling.

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Freshman Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/06/2015	05/10/2016	\$0	No Funding Required	Freshman Academy Principal and Counselors

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other	08/17/2015	05/10/2016	\$30000	Other	Counselors

Goal 2: Increase each Program Review area score by 0.1.

Measurable Objective 1:

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demonstrate a proficiency in Arts and Humanities, PL/CS, Writing and World Language and Global Competencies Pilot Program Review by 06/01/2016 as measured by data recorded in the ASSIST tool.

Strategy 1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content area teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	07/06/2015	06/01/2016	\$0	No Funding Required	Evidence Manager, PLC Team Leaders, Curriculum Coordinator

Activity - Program Review Submissions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/06/2015	06/01/2016	\$0	No Funding Required	Evidence Managers

Goal 3: Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016

Measurable Objective 1:

collaborate to demonstrate college and career readiness from 62.8% to 67.6% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy 1:

Academic and Career Advising - Students will be exposed to a variety of career options and various career pathways.

Category: Career Readiness Pathways

Research Cited: Career and Technical Education Data Analysis

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	02/01/2016	03/01/2016	\$1000	Other	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors
Activity - Update Industry Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and update industry certification available to preparatory students.	Career Preparation/Orientation	07/01/2015	06/30/2016	\$2000	Perkins	CTE Staff, Counselors
Activity - College Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$0	No Funding Required	Counselors, AmeriCorps Coach
Activity - Career Exploration Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/Orientation	09/14/2015	04/29/2016	\$0	No Funding Required	English and CTE Teachers
Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Counselors
Activity - AmeriCorp College Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	09/14/2015	05/10/2016	\$0	No Funding Required	Counselors and Principal
Activity - College Application Awareness Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Career Preparation/Orientation	11/02/2015	11/06/2015	\$0	No Funding Required	Counselors, AmeriCorp College Coach, and Teachers
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Strategy 2:

Course & Assessment Alignment - Teachers, Advisory Committee Members, and Principals will review Common Core Standards and various CTE standards to align lesson plans, course work, and appropriate assessments to increase student success in career pathways.

Category: Continuous Improvement

Research Cited: Career & Technical Education Data Analysis, Curriculum Alignment Documents, Kentucky Occupational Skills Standards Reports

Activity - Real-world Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize questioning techniques similar to those used on the KOSSA, WorkKeys, and ASVAB to familiarize students with real-world, on-the-job/career questions.	Career Preparation/Orientation, Direct Instruction	08/18/2015	02/26/2016	\$0	No Funding Required	CTE Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE Teachers will utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	CTE Teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers and Principals

Activity - Advisory Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the advisory committees for CTE to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	CTE Teachers and CTE Coordinator

Activity - CTE Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodically, CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program	07/20/2015	06/30/2016	\$0	No Funding Required	CTE Teachers

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Activity - CTE Annual Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CTE teachers will have the opportunity and be encouraged to participate in the Annual CTE Summer Conference to receive updated information regarding course/program curriculum changes/alignments, updates regarding KOSSA/Industry Certifications, network with program teachers and industry leaders from across the state, and receive information regarding innovative strategies, activities, and technologies in the classroom.	Professional Learning	07/19/2015	07/22/2015	\$8700	Perkins	CTE Coordinator, CTE Teachers
Activity - CTE Equipment/Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE program equipment/software will be purchased as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills/standards attainment).	Academic Support Program, Direct Instruction, Technology	07/01/2015	06/01/2016	\$32000	Perkins	CTE Coordinator, CTE Teachers, WCBOE Finance Department
Activity - CTE Co-op Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Academic Support Program, Direct Instruction	08/17/2015	05/10/2016	\$2500	Perkins	CTE Co-op Teachers
Activity - Pathway Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. Perkins funds may cover the cost for the CTE teacher/advisor only.	Field Trip	07/01/2015	06/30/2016	\$3500	Perkins	CTE Coordinator, CTE Teachers

Strategy 3:

Targeted Interventions - Teachers will review assessment data for all students to analyze gaps in curriculum and determine classroom instructional decisions accordingly.

Category: Continuous Improvement

Research Cited: EPAS data, KPREP data, and EOC Quality Core Educator's Tool Kit

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC Team Leaders and team members analyze ACT, KPREP and EOC assessment results and determine instructional gaps/weaknesses to design strategies and implement activities in the classroom to close the achievement gaps.	Academic Support Program	08/11/2015	06/30/2016	\$0	No Funding Required	PLC Team Leaders and Curriculum Coordinator
Activity - Benchmark Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student's current skill level in order to provide differentiated instruction.	Academic Support Program	07/06/2015	06/30/2016	\$0	No Funding Required	Counselors and CCR Team Leader
Activity - Student Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/06/2015	06/17/2016	\$0	No Funding Required	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals
Activity - 21st Century Colonels Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction	09/08/2015	04/29/2016	\$75000	Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Activity - ACT Online Preparation with Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All junior level English, math and science classes will complete ACT online preparation (Study Island, Skills Tutor, Edgenuity).	Technology	08/24/2015	02/26/2016	\$40000	Other	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders
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Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 66.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 45.8% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy 1:

Best Practice - Teachers and administrators will analyze student achievement by gap groups, identify non-cognitive data, define instructional best practices, and determine staff strengths to best serve identified students.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Analyze Gap Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by special education gap relative to state assessment data.	Academic Support Program	08/17/2015	08/08/2016	\$0	No Funding Required	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator

Activity - Non-Cognitive Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Special Education Coordinator and Special Education Teachers
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Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/10/2015	05/10/2016	\$0	No Funding Required	Principals

Activity - Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program	08/10/2015	05/10/2016	\$0	No Funding Required	Classroom Teachers

Activity - 9 Weeks Checklists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program	10/19/2015	05/10/2016	\$0	No Funding Required	PLC Team Leaders & Curriculum Coordinator

Strategy 2:

Math Instructional Initiatives - The following activities will address improving proficiency for all students in the math content area.

Category: Continuous Improvement

Research Cited: Skills Tutor, Study Island, Cognitive Tutor, MAP, TCA ACT Online Prep, KYOTE, and Compass

Activity - Freshmen Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

Activity - Algebra II EOC Prep & Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
Activity - Freshmen Cognitive Tutor Student Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
Activity - Matrix Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers
Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0	No Funding Required	Math PLC Team Leader
Activity - Skills Tutor and Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology	08/21/2015	04/29/2016	\$6000	Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Activity - CCR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program	07/27/2015	05/10/2016	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, Counselors
Activity - KYOTE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/11/2015	04/29/2016	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist
Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/18/2016	04/29/2016	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist
Activity - ACT Prep & Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Academic Support Program, Tutoring, Direct Instruction	11/18/2015	02/26/2016	\$31000	Grant Funds, Other	Credit Recovery Counselor, Junior Math Teachers

Strategy 3:

English Instructional Initiatives - The following activities will address improving proficiency for all students in the English content area.

Category: Continuous Improvement

Research Cited: Skills Tutor, MAP, Study Island, TCA ACT Online Program, ACT Quality Core Materials, FLRT Program

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Activity - MAP English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0	No Funding Required	English PLC Leaders, Curriculum Coordinator
Activity - Skills Tutor & Study Island - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic English skills.	Technology	08/24/2015	05/10/2016	\$6000	Other	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Activity - School Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Activity - ACT Prep - English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2015	02/22/2016	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Activity - English II EOC Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All English II teachers will utilize ACT Quality Core resources to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2015	04/22/2016	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
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Activity - Compass	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CCR English classes will utilize ACT-like questioning to better prepare students for the Compass test.	Direct Instruction	08/24/2015	02/24/2016	\$0	No Funding Required	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist

Activity - Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction	10/08/2015	04/14/2016	\$0	No Funding Required	Teachers, Administrators, Counselors

Strategy 4:

Science Instructional Initiatives - The following activities will address improving proficiency for all students in the science content area.

Category: Continuous Improvement

Research Cited: ACT TCA Online Prep, Study Island, Skills Tutor, ACT Quality Core, EOC Prep Books

Activity - Biology EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/24/2015	04/22/2016	\$1000	General Fund	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator

Activity - ACT Prep - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/17/2015	04/22/2016	\$0	No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers
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Activity - Skills Tutor & Study Island - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce science skills.	Technology	08/18/2015	05/10/2016	\$6000	Other	Science PLC Team Leader, Curriculum Coordinator

Strategy 5:

Social Studies Instructional Initiatives - The following activities will address improving proficiency for all students in the social studies content area.

Category: Continuous Improvement

Research Cited: Study Island, History Alive!, ACT Quality Core for US History

Activity - US History EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/18/2015	04/22/2016	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - History Alive!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/18/2015	05/10/2016	\$2000	General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Common chapter/unit exams will be given in all social studies classes.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
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Goal 5: Maintain 100% participation in TELL Survey to guide administrative decisions which impact student achievement and teacher retention.

Measurable Objective 1:

collaborate to analyze the results of the TELL Survey by 06/30/2016 as measured by PLC Team recommendations from data review.

Strategy 1:

TELL Survey Utilization - Faculty will work collaboratively with school administrators to ensure the TELL Survey results are analyzed.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Utilize TELL Survey Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Responses to the TELL Survey will be used to support sound educational policies and practices as based on the views of certified educators in our school.	Policy and Process	07/06/2015	06/30/2016	\$0	No Funding Required	Principals

Goal 6: Maintain the percentage of highly-qualified teachers at 100%.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/30/2016 as measured by the Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP).

Strategy 1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/06/2015	06/30/2016	\$0	No Funding Required	District Office Staff, Principals and Peer Observers
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Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adminstrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/06/2015	06/30/2016	\$99	Title II Part A	District Office and Adminstrators

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend the district's New Teacher Academy.	Professional Learning	07/06/2015	06/30/2016	\$0	No Funding Required	District Office, Principals and New Teachers

Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/03/2015	09/03/2015	\$0	No Funding Required	District Office and Principals

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy 1:

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office

Activity - Data Analysis - Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (Ineffective, Developing, Accomplished, Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals, and Teachers
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Goal 7: Increase the average combined reading and math proficiency ratings from 38.7% to 68.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students from 38.7% to 49.4% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy 1:

Increase Proficiency in Math & Reading - Teachers will implement a "Name & Claim" process to analyze student achievement.

Category: Continuous Improvement

Research Cited: School Report Card, Attendance Reports, Behavior Data, Teacher Observation, YSC Home Visit Info

Activity - Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take the numeric data from the school report card and create a student listing for each performance level, which identifies those students who are on the verge of moving to the next level. Teachers also consider non-academic factors (attendance, behavior, socio-economic status, home environment, etc.) when determining instructional/support strategies for each student "claimed."	Behavioral Support Program, Academic Support Program, Direct Instruction, Parent Involvement	10/28/2015	12/18/2015	\$0	No Funding Required	PLC Team Leaders, Core Content Team Managers, All Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	Administrators

Activity - Assessment Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Throughout the year, teachers will provide in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2015	05/10/2016	\$0	No Funding Required	Administrators & PLC Team Leaders
Activity - Freshmen Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/11/2015	05/10/2016	\$0	No Funding Required	Algebra I Teachers
Activity - Algebra II EOC Prep & Quality Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	Algebra II and Math 11 Teachers
Activity - Freshmen Cognitive Tutor Student Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
Activity - Matrix Unit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers

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Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0	No Funding Required	Math PLC Team Leader
Activity - MAP English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0	No Funding Required	English PLC Leaders, Curriculum Coordinator
Activity - Skills Tutor & Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic skills.	Academic Support Program, Direct Instruction	08/24/2015	05/10/2016	\$0	No Funding Required	All Core Content Teachers
Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Activity - School Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0	No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Goal 8: The percentage of students scoring novice in reading will decrease by 50% by 2020.**Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

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Strategy 1:

Novice Reading Reduction - All teachers across curriculums will implement activities and strategies to reduce the percentage of students scoring novice in reading.

Category: Continuous Improvement

Research Cited: Work Process Worksheet provided by KDE

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will access to the following supplemental resources: NewsELA, Readworks, NoRedInk, Study Island, Skills Tutor, Practice ACT, Quality Core, DOL, DBQs, and others as they become available. Most of these programs are free and others which require funds are noted elsewhere in this plan.	Academic Support Program, Tutoring, Direct Instruction, Technology	08/24/2015	05/10/2016	\$0	No Funding Required	PLC Team Leaders
Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content areas will meet to review and align course curriculum with common core to ensure curriculum checklists reflect the standards.	Academic Support Program, Direct Instruction, Policy and Process	08/11/2015	08/31/2015	\$0	No Funding Required	PLC Team Leaders
Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/11/2015	05/10/2016	\$0	No Funding Required	Core Content Teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review, analyze, and apply the disaggregated information to answer such questions as: "What percentage of students scored novice, apprentice, proficient, and distinguished? How did each subgroup perform at the various levels? Who are the specific students ("Name and Claim")? What differentiated instruction can be employed to address specific student needs? What resources need to be accessed to assist students to achieve at higher levels?, etc." Identify gaps in instructional content which need to be addressed to increase student achievement.	Academic Support Program, Professional Learning	10/01/2015	11/27/2015	\$0	No Funding Required	All Teachers and Administrators
Activity - School Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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We will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Community Involvement and Support) that drives our "One Team, One Dream" motto. Furthermore, Colonel P.R.I.D.E. will be promoted throughout the school which includes modeling high expectations for all.	Other - Culture of Learning	08/11/2015	06/30/2016	\$0	No Funding Required	Entire Faculty and Staff
Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Teams along with our SPED teachers will meet as needed to collaborate on lesson objectives, lesson plans, instructional strategies and activities in order to address student improvement.	Academic Support Program	08/11/2015	05/10/2016	\$0	No Funding Required	PLC Teams and SPED Teachers
Activity - Engagement & Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for increased student engagement within the classroom and will provide individualized, specific feedback (i.e. written annotations, one-to-one student conferences, modeling of proficient/distinguished work examples) to students.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	All Teachers
Activity - Support Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access the support network already in place for both academic and nonacademic factors (peers, administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2015	06/30/2016	\$0	No Funding Required	All Teachers
Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers from various content areas will attend and participate in the Literacy Design Collaborative.	Professional Learning	07/06/2015	06/30/2016	\$0	No Funding Required	Science/Math Teacher, District Writing Coach, English Teacher, Social Studies Teacher, District Math Coach

Goal 9: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

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Strategy 1:

Novice Math Reduction - All teachers across curriculums will implement activities and strategies to reduce the percentage of students scoring novice in math.

Category: Continuous Improvement

Research Cited: Work Process Worksheet provided by KDE

Activity - Math Plan of Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will allow students to correct old tests and retake for partial credit, motivate students to have better attendance, encourage students to take advantage of 21st Century Colonels afterschool tutoring, and use timed "mock" EOC tests while adjusting the order of difficulty.	Academic Support Program, Direct Instruction, Policy and Process	08/11/2015	05/10/2016	\$0	No Funding Required	Math Teachers
Activity - Curriculum Alignment & Course Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content areas will meet to review and align course curriculum with common core to ensure curriculum checklists reflect the standards. Also, counselors will review MAP assessment data to place students in the appropriate level math course.	Academic Support Program, Direct Instruction, Policy and Process	07/06/2015	06/30/2016	\$0	No Funding Required	All teachers, administration team and counselors
Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/11/2015	05/10/2016	\$0	No Funding Required	Core Content Teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review, analyze, and apply the disaggregated information to answer such questions as: "What percentage of students scored novice, apprentice, proficient, and distinguished? How did each subgroup perform at the various levels? Who are the specific students ("Name and Claim")? What differentiated instruction can be employed to address specific student needs? What resources need to be accessed to assist students to achieve at higher levels?, What content-strand questions did the students answer incorrectly?, etc." Identify gaps in instructional content which need to be addressed to increase student achievement.	Academic Support Program, Professional Learning	10/01/2015	11/27/2015	\$0	No Funding Required	All Teachers and Administrators
Activity - School Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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We will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Community Involvement and Support) that drives our "One Team, One Dream" motto. Furthermore, Colonel P.R.I.D.E. will be promoted throughout the school which includes modeling high expectations for all.	Other - Culture of Learning	08/11/2015	07/30/2016	\$0	No Funding Required	Entire Faculty and Staff
Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Teams along with our SPED teachers will meet as needed to collaborate on lesson objectives, lesson plans, instructional strategies and activities in order to address student improvement.	Academic Support Program	08/11/2015	05/10/2016	\$0	No Funding Required	PLC Teams and SPED Teachers
Activity - Engagement & Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for increased student engagement within the classroom and will provide individualized, specific feedback (i.e. written annotations, one-to-one student conferences, modeling of proficient/distinguished work examples) to students.	Direct Instruction	08/17/2015	05/10/2016	\$0	No Funding Required	All teachers
Activity - Support Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access the support network already in place for both academic and nonacademic factors (peers, administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2015	06/30/2016	\$0	No Funding Required	All Teachers
Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two math teachers will attend and participate in the Math Design Collaborative.	Professional Learning	07/06/2015	06/30/2016	\$0	No Funding Required	Math Teachers, District Math Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Biology EOC Prep	Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/24/2015	04/22/2016	\$1000	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator
History Alive!	History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/18/2015	05/10/2016	\$2000	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Total					\$3000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Colonels Tutoring	Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction	09/08/2015	04/29/2016	\$75000	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Credit Recovery	Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other	08/17/2015	05/10/2016	\$30000	Counselors
Operation Preparation	Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	02/01/2016	03/01/2016	\$1000	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors

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ACT Prep & Edgenuity	Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Academic Support Program, Tutoring, Direct Instruction	11/18/2015	02/26/2016	\$15500	Credit Recovery Counselor, Junior Math Teachers
Skills Tutor & Study Island - Science	Skills Tutor and Study Island software will be used to reinforce science skills.	Technology	08/18/2015	05/10/2016	\$6000	Science PLC Team Leader, Curriculum Coordinator
ACT Online Preparation with Edgenuity	All junior level English, math and science classes will complete ACT online preparation (Study Island, Skills Tutor, Edgenuity).	Technology	08/24/2015	02/26/2016	\$40000	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders
Skills Tutor and Study Island	Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology	08/21/2015	04/29/2016	\$6000	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Skills Tutor & Study Island - English	Skills Tutor and Study Island software will be used to reinforce basic English skills.	Technology	08/24/2015	05/10/2016	\$6000	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Total					\$179500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/06/2015	06/30/2016	\$99	District Office and Administrators
Total					\$99	

Grant Funds

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep & Edgenuity	Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Academic Support Program, Tutoring, Direct Instruction	11/18/2015	02/26/2016	\$15500	Credit Recovery Counselor, Junior Math Teachers
Total					\$15500	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pathway Field Trips	CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. Perkins funds may cover the cost for the CTE teacher/advisor only.	Field Trip	07/01/2015	06/30/2016	\$3500	CTE Coordinator, CTE Teachers
CTE Co-op Supervision	CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Academic Support Program, Direct Instruction	08/17/2015	05/10/2016	\$2500	CTE Co-op Teachers
CTE Annual Conference	All CTE teachers will have the opportunity and be encouraged to participate in the Annual CTE Summer Conference to receive updated information regarding course/program curriculum changes/alignments, updates regarding KOSSA/Industry Certifications, network with program teachers and industry leaders from across the state, and receive information regarding innovative strategies, activities, and technologies in the classroom.	Professional Learning	07/19/2015	07/22/2015	\$8700	CTE Coordinator, CTE Teachers
Update Industry Certifications	Review and update industry certification available to preparatory students.	Career Preparation/Orientation	07/01/2015	06/30/2016	\$2000	CTE Staff, Counselors
CTE Equipment/Software	CTE program equipment/software will be purchased as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills/standards attainment).	Academic Support Program, Direct Instruction, Technology	07/01/2015	06/01/2016	\$32000	CTE Coordinator, CTE Teachers, WCBOE Finance Department
Total					\$48700	

No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AmeriCorp College Coach	The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/Orientation	09/14/2015	05/10/2016	\$0	Counselors and Principal
Common Assessments	Common chapter/unit exams will be given in all social studies classes.	Academic Support Program	08/17/2015	05/10/2016	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Assessment Review	Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program	08/10/2015	05/10/2016	\$0	Classroom Teachers
School Writing Plan	All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Name & Claim	Teachers will take the numeric data from the school report card and create a student listing for each performance level, which identifies those students who are on the verge of moving to the next level. Teachers also consider non-academic factors (attendance, behavior, socio-economic status, home environment, etc.) when determining instructional/support strategies for each student "claimed."	Behavioral Support Program, Academic Support Program, Direct Instruction, Parent Involvement	10/28/2015	12/18/2015	\$0	PLC Team Leaders, Core Content Team Managers, All Teachers
Math Plan of Action	Math teachers will allow students to correct old tests and retake for partial credit, motivate students to have better attendance, encourage students to take advantage of 21st Century Colonels afterschool tutoring, and use timed "mock" EOC tests while adjusting the order of difficulty.	Academic Support Program, Direct Instruction, Policy and Process	08/11/2015	05/10/2016	\$0	Math Teachers
College Awareness	In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$0	Counselors, AmeriCorps Coach
Instructional Best Practices	Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/17/2015	05/10/2016	\$0	Administrators

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Career Pathway Decision	Guide all 9th grade students to a career pathway based on their ILP.	Academic Support Program	03/01/2016	07/31/2016	\$0	Freshman Academy Principal and Counselors
ACT Prep - English	All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2015	02/22/2016	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Data Analysis	PLC Team Leaders and team members analyze ACT, KPREP and EOC assessment results and determine instructional gaps/weaknesses to design strategies and implement activities in the classroom to close the achievement gaps.	Academic Support Program	08/11/2015	06/30/2016	\$0	PLC Team Leaders and Curriculum Coordinator
Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/03/2015	09/03/2015	\$0	District Office and Principals
Team Collaboration	PLC Teams along with our SPED teachers will meet as needed to collaborate on lesson objectives, lesson plans, instructional strategies and activities in order to address student improvement.	Academic Support Program	08/11/2015	05/10/2016	\$0	PLC Teams and SPED Teachers
FRYSC Supplemental Services	FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement	08/24/2015	05/16/2016	\$0	FRYSC Director, 21st Century Site Coordinator
MAP English	Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0	English PLC Leaders, Curriculum Coordinator
MAP Math	Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0	Math PLC Team Leader
Internal Program Review	Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	07/06/2015	06/01/2016	\$0	Evidence Manager, PLC Team Leaders, Curriculum Coordinator
Real-world Questioning	Utilize questioning techniques similar to those used on the KOSSA, WorkKeys, and ASVAB to familiarize students with real-world, on-the-job/career questions.	Career Preparation/Orientation, Direct Instruction	08/18/2015	02/26/2016	\$0	CTE Teachers

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Matrix Unit	Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers
Data Analysis - Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (Ineffective, Developing, Accomplished, Exemplary).	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
US History EOC Prep	ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/18/2015	04/22/2016	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
KYOTE	All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/11/2015	04/29/2016	\$0	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist
LDC	Four teachers from various content areas will attend and participate in the Literacy Design Collaborative.	Professional Learning	07/06/2015	06/30/2016	\$0	Science/Math Teacher, District Writing Coach, English Teacher, Social Studies Teacher, District Math Coach
Benchmark Evaluation	Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student's current skill level in order to provide differentiated instruction.	Academic Support Program	07/06/2015	06/30/2016	\$0	Counselors and CCR Team Leader
9 Weeks Checklists	Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program	10/19/2015	05/10/2016	\$0	PLC Team Leaders & Curriculum Coordinator

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Student Interventions	Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/06/2015	06/17/2016	\$0	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals
Career Exploration Project	Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/Orientation	09/14/2015	04/29/2016	\$0	English and CTE Teachers
Curriculum Maps	CTE Teachers will utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program	08/17/2015	05/10/2016	\$0	CTE Teachers
Freshmen Cognitive Tutor Student Reports	Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
School Writing Plan	All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Common Assessment Analysis	Teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/11/2015	05/10/2016	\$0	Core Content Teachers
Supplemental Resources	Teachers will provide students will access to the following supplemental resources: NewsELA, Readworks, NoRedInk, Study Island, Skills Tutor, Practice ACT, Quality Core, DOL, DBQs, and others as they become available. Most of these programs are free and others which require funds are noted elsewhere in this plan.	Academic Support Program, Tutoring, Direct Instruction, Technology	08/24/2015	05/10/2016	\$0	PLC Team Leaders

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Support Network	Teachers will access the support network already in place for both academic and nonacademic factors (peers, administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2015	06/30/2016	\$0	All Teachers
Matrix Unit	Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers
Algebra II EOC Prep & Quality Core	All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
MDC	Two math teachers will attend and participate in the Math Design Collaborative.	Professional Learning	07/06/2015	06/30/2016	\$0	Math Teachers, District Math Coach
Engagement & Feedback	Teachers will provide opportunities for increased student engagement within the classroom and will provide individualized, specific feedback (i.e. written annotations, one-to-one student conferences, modeling of proficient/distinguished work examples) to students.	Direct Instruction	08/17/2015	05/10/2016	\$0	All teachers
On-Demand Writing	Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
On-Demand Writing	Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

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School Culture	We will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Community Involvement and Support) that drives our "One Team, One Dream" motto. Furthermore, Colonel P.R.I.D.E. will be promoted throughout the school which includes modeling high expectations for all.	Other - Culture of Learning	08/11/2015	07/30/2016	\$0	Entire Faculty and Staff
Skills Tutor & Study Island	Skills Tutor and Study Island software will be used to reinforce basic skills.	Academic Support Program, Direct Instruction	08/24/2015	05/10/2016	\$0	All Core Content Teachers
Compass	CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/18/2016	04/29/2016	\$0	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist
Lesson Plans	CTE teachers will utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers and Principals
Engagement & Feedback	Teachers will provide opportunities for increased student engagement within the classroom and will provide individualized, specific feedback (i.e. written annotations, one-to-one student conferences, modeling of proficient/distinguished work examples) to students.	Direct Instruction	08/17/2015	05/10/2016	\$0	All Teachers
Assessment Review	Throughout the year, teachers will provide in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program, Direct Instruction, Professional Learning	08/10/2015	05/10/2016	\$0	Administrators & PLC Team Leaders
Name & Claim	Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction	10/08/2015	04/14/2016	\$0	Teachers, Administrators, Counselors
Common Assessment Analysis	Teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/11/2015	05/10/2016	\$0	Core Content Teachers
MAP Math	Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0	Math PLC Team Leader
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	District Office

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Curriculum Alignment & Course Assignment	All content areas will meet to review and align course curriculum with common core to ensure curriculum checklists reflect the standards. Also, counselors will review MAP assessment data to place students in the appropriate level math course.	Academic Support Program, Direct Instruction, Policy and Process	07/06/2015	06/30/2016	\$0	All teachers, administration team and counselors
School Culture	We will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Community Involvement and Support) that drives our "One Team, One Dream" motto. Furthermore, Colonel P.R.I.D.E. will be promoted throughout the school which includes modeling high expectations for all.	Other - Culture of Learning	08/11/2015	06/30/2016	\$0	Entire Faculty and Staff
Data Disaggregation	Teachers will review, analyze, and apply the disaggregated information to answer such questions as: "What percentage of students scored novice, apprentice, proficient, and distinguished? How did each subgroup perform at the various levels? Who are the specific students ("Name and Claim")? What differentiated instruction can be employed to address specific student needs? What resources need to be accessed to assist students to achieve at higher levels?, etc." Identify gaps in instructional content which need to be addressed to increase student achievement.	Academic Support Program, Professional Learning	10/01/2015	11/27/2015	\$0	All Teachers and Administrators
Curriculum Awareness	Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program	01/04/2016	07/31/2016	\$0	Counselors, Principals, CTE Teachers
Freshmen Carnegie Math Curriculum	All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/17/2015	05/10/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Advisory Committees	Utilize the advisory committees for CTE to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process	07/01/2015	06/30/2016	\$0	CTE Teachers and CTE Coordinator

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Freshmen Cognitive Tutor Student Reports	Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
English II EOC Preparation	All English II teachers will utilize ACT Quality Core resources to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2015	04/22/2016	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/06/2015	06/30/2016	\$0	District Office Staff, Principals and Peer Observers
College Application Awareness Week	During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Career Preparation/Orientation	11/02/2015	11/06/2015	\$0	Counselors, AmeriCorp College Coach, and Teachers
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals, and Teachers
Freshmen Carnegie Math Curriculum	All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/11/2015	05/10/2016	\$0	Algebra I Teachers
Analyze Gap Groups	Analyze student achievement by special education gap relative to state assessment data.	Academic Support Program	08/17/2015	08/08/2016	\$0	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator

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Program Review Submissions	Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/06/2015	06/01/2016	\$0	Evidence Managers
Non-Cognitive Data Identification	Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program	08/17/2015	05/10/2016	\$0	Special Education Coordinator and Special Education Teachers
Home Visits for At-Risk Students	Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2015	06/30/2016	\$0	FRYSC Coordinator
New Teacher Mentoring	New teachers will attend the district's New Teacher Academy.	Professional Learning	07/06/2015	06/30/2016	\$0	District Office, Principals and New Teachers
CTE Curriculum Alignment	Periodically, CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program	07/20/2015	06/30/2016	\$0	CTE Teachers
Support Network	Teachers will access the support network already in place for both academic and nonacademic factors (peers, administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2015	06/30/2016	\$0	All Teachers
Curriculum Alignment	All content areas will meet to review and align course curriculum with common core to ensure curriculum checklists reflect the standards.	Academic Support Program, Direct Instruction, Policy and Process	08/11/2015	08/31/2015	\$0	PLC Team Leaders
CCR Math	CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program	07/27/2015	05/10/2016	\$0	Math PLC Team Leader, Curriculum Coordinator, Counselors
Utilize TELL Survey Responses	Responses to the TELL Survey will be used to support sound educational policies and practices as based on the views of certified educators in our school.	Policy and Process	07/06/2015	06/30/2016	\$0	Principals
MAP English	Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0	English PLC Leaders, Curriculum Coordinator

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Freshman Academy	All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/06/2015	05/10/2016	\$0	Freshman Academy Principal and Counselors
Advisor/Advisee Program	Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/17/2015	05/10/2016	\$0	Counselors
Data Disaggregation	Teachers will review, analyze, and apply the disaggregated information to answer such questions as: "What percentage of students scored novice, apprentice, proficient, and distinguished? How did each subgroup perform at the various levels? Who are the specific students ("Name and Claim")? What differentiated instruction can be employed to address specific student needs? What resources need to be accessed to assist students to achieve at higher levels?, What content-strand questions did the students answer incorrectly?, etc." Identify gaps in instructional content which need to be addressed to increase student achievement.	Academic Support Program, Professional Learning	10/01/2015	11/27/2015	\$0	All Teachers and Administrators
Instructional Best Practices	Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/10/2015	05/10/2016	\$0	Principals
Compass	All CCR English classes will utilize ACT-like questioning to better prepare students for the Compass test.	Direct Instruction	08/24/2015	02/24/2016	\$0	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist
ACT Prep - Science	All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/17/2015	04/22/2016	\$0	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers
Algebra II EOC Prep & Quality Core	All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0	Algebra II and Math 11 Teachers
Team Collaboration	PLC Teams along with our SPED teachers will meet as needed to collaborate on lesson objectives, lesson plans, instructional strategies and activities in order to address student improvement.	Academic Support Program	08/11/2015	05/10/2016	\$0	PLC Teams and SPED Teachers

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Incoming Freshman Career Pathways	Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation	03/01/2016	07/31/2016	\$0	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal
Total					\$0	

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Before beginning our data analysis, we decided these five questions would be our focus:

1. What can we do instructionally to continue moving our focus group of students (students with disabilities) from the novice category to apprentice or proficient?
2. What can we do instructionally to continue to shrink the number of students scoring novice in math?
3. How can we continue to close the achievement gap by moving more students to proficiency in all content areas assessed?
4. How can we continue to earn all 23 points for the program review areas of assessment?
5. How can we increase the percentage of graduating seniors who are College and/or Career Ready?

The data gathering and data disaggregation process was conducted by PLC team leaders, core content team managers, and team members in conjunction with the SBDM Council, district support personnel and other stakeholders. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets. Pearson individual student assessment results, the school report card, the previous year's CSIP plan, the KASC data analysis charts and graphs, and the KY Tell Survey were the primary sources of data. Our teams also analyzed teacher, parent and student input, and various district program reports in order to identify objectives, strategies, and activities. We used an early release day for data analysis as well as PLC Teams continuously disaggregating and analyzing data. We looked at the data from our school report card and individual student listings in the following manners: comparisons of percentage of all students, special education students, males and females, and state averages. We considered the performance levels for each of the subgroups in our school. Teachers compared their findings to how the same groups of students performed in other content areas. We proceeded to create "Name and Claim" student listings in order to identify students and then review the student's academic and non-academic data to provide a more holistic picture of the student's strengths and improvement areas. We analyze state test scores and develop specific plans to target improvement areas. We are working diligently to reduce achievement gaps that exist. Our Administrative Team and PLC Teams provide guidance as we refine our curriculum, employ research-based instructional practices and implement practice assessment strategies. We recognize students for their high achievement and outstanding performance.

According to our 2014-2015 CSIP, our goals were as follows with brief narration regarding goal attainment:

Goal 1: Increase the percentage of students who are college and career ready from 65.5% to 67.0%. (Actual score 62.8 which did not meet our goal, but did exceed the state's delivery target for us of 59.5).

Goal 2: Increase the graduation rate from 92.3% in 2014 and 92.5% in 2015. (Actual score 93.3 met and exceeded goal by +0.8).

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 30.8% in 2014 to 50.4% in 2015. (Actual score 34.2, did not meet the delivery target of 39.0).

Goal 4: Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual Program Review scores in Arts & Humanities, Writing, and Practical Living/Career Studies. (Met proficiency in all three accountability areas of Program Review. Although A&H went from 9.4 to 8.7 and Writing slipped from 8.4 to 8.1, PL/CS maintained at 10.2 and overall we received 23 out of a possible 23 accountability points.)

We want to reduce the percentage of students with disabilities who scored novice in all assessment areas. According to the school report card, comparisons of the novice scores for our students with disabilities to those without are as follows:

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Reading = Of the 33.6% of all students who scored novice, 66.7% of those are identified as Students with Disability

Science = Of the 22.0% of all students who scored novice, 72.0% of those are identified as Students with Disability

Social Studies = Of the 16.7% of all students who scored novice, 48.7% of those are identified as Students with Disability

Math = Of the 30.1% of all students who scored novice, 44.7% of those are identified as Students with Disability

Writing = Of the 5.6% of all students who scored novice, 26.9% of those are identified as Students with Disability

Language Mechanics = Of the 19.2% of all students who scored novice, 52.9% of those are identified as Students with Disability.

According to the school report card, our gap data shows that we need improvement in the following areas:

Reading = 33.6% of all students scored novice in comparison to 37.5% of the gap group which scored novice.

Math = 30.1% of all students scored novice in comparison to 33.9% of the gap group which scored novice.

Science = 22.0% of all students scored novice in comparison to 24.5% of the gap group which scored novice.

Social Studies = 16.7% of all students scored novice in comparison to 20.0% of the gap group which scored novice.

Writing = 5.6% of all student scored novice in comparison to 6.3% of the gap group which scored novice.

Language Mechanics = 19.2% of all students scored novice in comparison to 20.3% of the gap group which scored novice.

Also, we want to address the gaps between male and female achievement and reduce the number of novice in these gender areas.

According to the school report card, the assessment results indicate the following in regard to gender gaps and novice results:

Reading = 42.5% of all males scored novice while 24.6% of all females scored novice.

Math = 30.3% of all males scored novice while 29.9% of all females scored novice.

Science = 25.0% of all males scored novice while 18.9% of all females scored novice.

Social Studies = 13.8% of all males scored novice while 20.0% of all females scored novice.

Writing = 7.6% of all males scored novice while 3.6% of all females scored novice.

Language Mechanics = 29.4% of all males scored novice while 9.3% of all females scored novice.

According to the KASC Test Data Graphs in achievement, students scored as follows (in order of largest percentage of proficient and distinguished to smallest percentage): writing 80.4%, social studies 80.3%, language mechanics 69.9%, reading 59.6%, science 51.0%, math 46.4%.

ACT preparation for our students continues to be a priority because when reviewing our ACT results, we found our overall composite is 0.2 points below the state average. However, our students are performing at the same level as their peers in three of the four areas measured on the ACT. According to the school report card, our students scored as follows in comparison with their peers across the state:

English = School 19.1 versus State 19.0

Math = School 17.6 versus State 18.9

Reading = School 20.0 versus State 19.8

Science = School 19.6 versus State 19.3

Overall Composite = School 19.2 versus State 19.4

Our chemistry students have shown an increase on the ACT every year from 2011-2012 academic school year to the 2014-2015 academic school year (18.3 up to 19.6). As a result, the percentage of students meeting the science benchmark has steadily increased. These science gains contribute very positively to our juniors' overall composite on the ACT. The chemistry teachers follow a specific practice science ACT test schedule incorporating full length ACT science practice exams, lab sessions, and incorporating Barron's ACT science flash cards with vocabulary and ACT style/format questions as weekly bell ringers. In addition, our physical science teachers in our Freshman Academy incorporate aspects of standardized exams that students will face at higher grade levels that include components from the EOC and ACT exams. Areas represented include scientific inquiry, mathematics and measurements in science, and hands-on science lab practice. Since all

three areas fall under content covered in chapter 1 of the textbooks, teachers spend a larger amount of time covering the material which allows for more in-depth exposure and manipulating of the material in this chapter. Also, these three areas are reflected throughout the year through classroom instruction and activities. For example, labs will incorporate elements from areas of scientific inquiry and mathematics and measurements in science as an avenue for developing and practicing such skills. Other areas represented include charts and graphs (data representation) and experiments. Since the ACT has representations of these areas, teachers incorporate these elements into classroom instruction through bell ringers and various instructional activities. For example, labs will incorporate skills from these two areas to allow for exposure and practice in order to develop and strengthen students' knowledge and skills.

While reviewing the KASC Test Data Graphs regarding the benchmark results for the ACT, we discovered our students are out performing their peers in two of the three benchmark areas. The percentage of students reaching their benchmarks is as follows:

English = School 58.3% versus State 55.3%

Reading = School 52.1% versus State 47.4%

Math = School 26.3% versus State 38.1%

We also want to continue our positive gains in the percentage of our students who are College and Career Ready. According to our school report card, our school graduated 62.8% of our 2015 seniors as College and Career Ready, while the state averaged 66.9% of the graduating class as College and Career Ready. We have exceeded the delivery target for 2014-2015 which is 59.5%; we exceeded the state's delivery target by 3.3.

According to the school report card, our 2015 Four-Year Adjusted Cohort Graduation Rate was 93.3% while the state's was 88.0%. In addition, 93.2% of male students graduated exceeding the state's delivery target of 89.8 by 3.4. While 93.5% of female students graduated thus not meeting the delivery target of 94.3 by -0.8. Furthermore, 77.4% of students with a disability graduated not meeting our delivery target of 80.1 (-2.7). 90.9% of our Gap students graduated not meeting our delivery target of 91.5 (-0.6).

According to Census data, the per capita income in the past 12 months is \$15,258 - well below the state average of \$22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Seventy-six percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a proficient/progressing school and exit focus status.

Furthermore, our school maintains and is constantly improving the climate and culture supported by the TELL KY 2015 results. According to the Time section, 95.1% of teachers agreed that the non-instructional time provided for teachers in our school is sufficient. Also, 95.1% of teachers said they have sufficient instructional time to meet the needs of all students and 95.1% of teachers are protected from duties that interfere with their essential role of educating students. According to the Facilities and Resources section, 97.5% of teachers agreed they have access to reliable communication-technology, including phones, faxes and email. 100% of teachers said they have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 98.7% of teachers agreed that they have sufficient access to a broad range of professional support personnel. 98.7% of teachers agreed the school environment is clean and well-maintained. 97.5% of teachers said the physical environment of classrooms supports teaching and learning. According to the Community Support and Involvement section, 100% of teachers agreed this school maintains clear two-way communication with the community and does a good job of encouraging parent/guardian involvement as well as teachers providing parents/guardians with useful information about student learning. According to the Managing Student Conduct section, 98.7% of teachers agreed that students understand expectations for their conduct and 96.2% of teachers agreed students follow rules of conduct. In addition, 97.5% of teachers said policies and procedures about student conduct are clearly understood by the faculty. Furthermore, 96.2% of teachers agreed school administrators support teachers' efforts to maintain discipline in the classroom. 96.1% of teachers consistently enforce rules for student conduct and 97.5% of teachers said faculty

members work in a school environment that is safe. According to the Teacher Leadership section, 96.3% of teachers agreed they are recognized as educational experts. According to the School Leadership section, 95.5% of teachers said they have a shared vision with leadership and 97.4% agreed they are held to high standards for delivering instruction. 98.7% of teachers said school leadership facilitates using data to improve student learning; their performance is assessed objectively; they receive feedback that can help them improve teaching; and the procedures for teacher evaluation are effective. Furthermore, teachers said school leadership makes a sustained effort to address their concerns about the following: the use of time in school (97.4%), teacher leadership (97.3%), community support and involvement (97.2%), managing student conduct (97.4%), instructional practices and support (95.9%). According to the Professional Development section, 95.1% of teachers agreed an appropriate amount of time is provided for professional development, while 100% said professional learning opportunities are aligned with the school's improvement plan. 97.5% of teachers agreed they are encouraged to reflect on their own practice. According to the Instructional Practices and Support section, 97.4% of teachers said they use assessment data to inform their instruction. Also, 97.4% of teachers said they work in PLCs to develop and align instructional practices. While 96.2% of teachers said they are encouraged to try new things to improve instruction, 100% of teachers said they teach curriculum aligned with KCAS. Overall 95.1% of teachers agreed our school is a good place to work and learn.

What the numbers do not reveal is the solution or a "one fits all" corrective plan. That is where our expertise as educators and those who care about students is paramount. Those answers are for us to determine as we carefully examine gap groups, including students with disabilities compared to regular education students and males compared to females subgroups. We will continue to peruse the individual student reports from the assessments to determine trends in content for weaknesses and improvement areas and address those needs. Then we will further narrow the scope to guide daily instructional practices in our classrooms. The key will be to provide differentiated instruction and determine which method(s) suits and appeals to each individual student. Tailoring instructional experiences for individual and unique learning styles of students will require extra time and effort in planning and preparation. Within our school, we are focused on continuous improvement and a "kids first" approach along with promoting Colonel P.R.I.D.E., #BeAChampion, and TEAM.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

According to the district administration's review of our data, "our strengths related to student learning at the high school level are in the areas of U.S. History, Writing, and Language Mechanics. The percentage of students scoring in the Proficient/Distinguished category was above the state average in U.S. History (+14.5%), Writing (+9.3%), and Language Mechanics (+0.4%). The percentage of students scoring distinguished increased significantly in U.S. History (+16.5%) and Writing (+5.3%).

The percentage of students scoring novice was reduced in English II (-1.3%), Biology (-0.2%), U.S. History (-3.1%), and Writing (-2.6%), and Algebra II (-12.2%).

The percentage of non-duplicated gap students scoring in the Proficient/Distinguished category was above the state average in English II (+4.6%), U.S. History (+21.2%), Writing (+17.6%), and Language Mechanics (+11.3%).

The percentage of non-duplicated gap students scoring novice was reduced in English II (-2.2%), Biology (-0.8%), U.S. History (-3.7%), Writing (-3.1%), and Algebra II (-15.1%).

In the area of growth, the percentage of students at benchmark increased in reading (+3.0%) and math (+1.7%).

The five-year adjusted graduation rate increased 2.2% and is 7.5% above the state.

An analysis of ACT results revealed that the percentage of all students meeting benchmarks compared to the state is 3.0% in English and 4.7% above in Reading. The percentage of non-duplicated gap students meeting benchmarks compared to the prior year increased in English (+0.6%) and Reading (+2.3%).

The percentage of students qualifying for college credit increased 3.3% from the previous year. The percentage of graduating seniors that are attending college increased 14.1% from the prior year. The high school has met its College and Career Readiness goal for the past five years.

All three accountable areas of program reviews scored proficient.

Our in-house analysis revealed these strengths. . .

Unbridled Learning assessment comparisons from 2013-2014 to 2014-2015 reveal the following increases in these areas of accountability:

***Our overall score increased from 71.7 to 74.2 (+2.5). We missed being classified as a distinguished school by 1.2 points.

***Our school classification improved from a Proficient school to a Proficient/Progressing school.

***Our school percentile increased from 74th to 86th.

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***Our Social Studies content assessment is ranked 34th out of 228 Kentucky high schools.

***Our Writing content assessment is ranked 38th out of 228 Kentucky high schools.

***We met our AMO Goal, our Participation Rate Goal, and our Graduation Rate Goal.

***According to our 2014 vs. 2015 Reporting Categories:

-----Achievement increased from 58.2 points to 63.3 points (+5.1)

-----Gap increased from 36.8 points to 42.7 points (+5.9)

-----Growth increased from 50.6 points to 52.9 points (+2.3)

-----College & Career Readiness increased from 76.8 points to 77.0 points (+0.2)

-----Graduation Rate increased from 94.3 points to 96.5 points (+2.2)

-----Program Review continued to earn all possible accountability points with 23.

According to the school report card Accountability/Learner/Achievement information, we had the following areas of improvement:

-----Math increased from 18.7 to 23.8 (+5.1)

-----Social Studies from 60.7 to 71.4 (+10.7)

-----Writing from 49.9 to 59.3 (+9.4)

-----Language Mechanics from 47.8 to 52.0 (+4.2).

According to the school report card Accountability/Learner/Gap information, we had the following areas of improvement:

-----Reading increased from 48.0 to 48.6 (+0.6)

-----Math increased from 13.5 to 19.8 (+6.3)

-----Social Studies from 54.4 to 66.1 (+11.7)

-----Writing increased from 43.4 to 55.6 (+12.2)

-----Language Mechanics from 43.0 to 50.2 (+7.2).

According to the school report card Accountability/Learner/Growth information, we had the following areas of improvement:

-----Reading increased from 54.7 to 57.7 (+3.0)

-----Math increased from 46.3 to 48.0 (+1.7)

*** Our 4-Year Adjusted Cohort Graduation Rate = 93.3% up from 92.3% (+1.0) ----- Male graduates increased from 88.5% to 93.2% (+4.7).

Free/Reduced Lunch graduates increased from 91.1% to 92.6% (+1.5).

*** Our 5-Year Adjusted Cohort Graduation Rate = 96.5% up from 94.3% (+2.2). We are above the state average of 89.0% by 7.5 percentage points. ----- Male graduates increased from 91.1% to 95.3%. Gap group graduates increased from 93.1% to 95.3% which is above next year's delivery target.

*** Program Review = Arts & Humanities scored 8.7 (Proficient), Practical Living Career Studies scored 10.2 (Proficient), and Writing scored 8.1 (Proficient) for a total of 27 points. Our accountability points were 23 out of a possible 23.

*** For the 2013-2014 school year, we earned bonus points in two areas of accountability (CCR and Language Mechanics). Comparatively, for the 2014-2015 school year, we earned bonus points in four areas of accountability (CCR, Language Mechanics, On-Demand Writing, and Social Studies). For on-demand writing, we received 7.1 bonus points because our distinguished performance level of 12.7% out performed

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our novice level at 5.6%. For language mechanics, we received 6.3 bonus points because our distinguished performance level of 24.9% outperformed our novice level at 18.6%. For social studies, we received 7.0 bonus points because our distinguished performance level of 24.7% outperformed our novice level at 17.8%.

*** As for our ACT scores, we are above the state average for meeting the benchmarks in the following areas: English = WCHS 58.3 vs. State 55.3 (+3), Reading = WCHS 52.1 vs. State 47.4 (+4.7).

*** As for our ACT sub-scores, we are above the state average in the following areas: English = WCHS 19.1 vs. State 19.0, Reading = WCHS 20.0 vs. State 19.8, Science = WCHS 19.6 vs. State 19.3.

The Freshman Academy has provided many strengths for both students and faculty. One academic strength for students is the Retention Prevention afterschool program. When a freshman is failing a core content class, he or she is referred to the Retention Prevention afterschool program. This program is designed to provide students the needed assistance to ensure that grades will be improved. The students are placed with a teacher in the content area he or she is failing to receive the help needed. The student will remain in the program until the grade has improved. The student's progress will be monitored by the principal and/or guidance counselor on a two-week cycle to determine if the student should remain in the program or not. The principal contacts parents by letter and on the phone to discuss student progress. Last year, this program assisted us in decreasing the freshman retention rate by approximately 50%. This year, we are piloting an RTI program during the school day. Also, the Freshman Academy common planning for teachers provides core content teachers time to collaborate to enhance student learning and achievement within the content area. The teachers are able to share ideas, projects, labs, assessments, and materials to ensure that all students are taught foundational concepts that are needed for higher grades and accountability testing. The planning can also overlap into different content areas and provides teachers the ability to work across the curriculum with a smaller number of faculty members at a time. The core content teams are able to meet briefly after school to discuss cross-curricular projects and ideas because all teachers within the content areas are on the same concepts, making it easier to collaborate.

Whitley County High School offers six career and technical education programs with 11 career pathways to students interested in entering the employment market after high school graduation or wanting to build a foundation for their post-secondary educational endeavors. The six areas of training are Agriculture, Business Education, Information Technology, Family and Consumer Science, JROTC-Army, and Marketing. Students select a program by the beginning of their tenth grade year and choose a career pathway which will allow them to complete a minimum of four courses needed to receive a certificate for the pathway they have chosen. The career and technical education programs at the high school level have been correlated with post-secondary institutions to allow students to receive additional training in their chosen area after high school. Students will become preparatory in their chosen program when they enroll in their third credit. Senior preparatory students will take the KOSSA exam and/or an industry certificate exam. Some students will want to go directly to a job; others may want additional training at a technical school or college to receive certification, an associate's degree, or a baccalaureate degree. This program is designed to assist students in career choices and to actually prepare them for employment while in high school. Additionally, Kentucky Tech (Corbin Campus) offers classes for our students who desire vocational and technical training. Transportation is provided for students who wish to attend. It is possible for students to receive one and one-half credits per semester or three credits per year. Courses are offered so students can work toward certification in Information Technology, Automotive Technology, Drafting, Electricity, Health Science, and Welding.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that in 2013-2014 we had 79 students participated in KOSSA assessments and 54 of them earned KOSSA certificates, which is a passing rate of 68.35%. While in 2014-2015, we had 135 students participate in KOSSA assessments and 99 of them earned KOSSA certificates, which is a passing rate of 73.33%.

Individual pathway results are as follows:

11 students took the Administrative Support KOSSA, 10 received certificates (91% passing rate);

32 students took the Ag Power Structures KOSSA, 25 received certificates (78% passing rate);
10 students took the Communication KOSSA, 9 received certificates (90% passing rate);
16 students took the Culinary & Food Services KOSSA, 11 received certificates (69% passing rate);
13 students took the Environmental Science KOSSA, 9 received a certificate (69% passing rate);
10 students took the Horticulture KOSSA, 5 received certificates (50% passing rate);
43 students took the Marketing KOSSA, 30 received certificates (70% passing rate).

WCHS offers two after-school courses: JROTC and Band, as well as a comprehensive credit recovery program through the online Edgenuity program. Rescue and Recovery and Independent Practice for homework help is offered through our 21st Century Colonels After-school Programs. An Alternative School is available for students requiring a more structured environment during the school day.

Whitley County High School has several strengths with our overall parental involvement. We realize that strong relationships with parents contribute to effective teaching and learning. We welcome parents and other stakeholders when they are guests of our school. Our visitors are radioed in from the Welcome Center to our front office desk where office staff meet and greet them to offer assistance and direction. We have a volunteer system established through our PAVE (Parents as Volunteer Educators) program. We encourage parents to attend school activities and participate in discussion about their child's/children's learning through One-Call alerts, our counselors' webpage, our district's homepage, and items copied and sent home with students to name a few. At anytime throughout the school year, parents/guardians may gain access to the parent portal in Infinite Campus to monitor and check student academic progress. Our school staff offers a variety of ways that parents/guardians can share information with teachers about their children's needs through phone and/or email contacts, offering parent teacher conferences, through online classroom webpage communications, through Youth Service Center personnel, and through assistance from the counselors' office. Furthermore, we partner with community leaders to build parental understanding of academic expectations, school strategies, and student achievement reports through various collaborative activities and events. Through our SBDM Council, PTO officers and members, various booster clubs, fundraising teams, and other extra-curricular offerings, we provide opportunities to discuss school-wide achievement issues, including assessment data on both a formal and informal basis.

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We maximize attendance at parent-teacher conferences by providing supper and refreshments to all who attend as well as spotlights on some student talents. Also, we have several entities who set up tables to conveniently meet with parents: higher education, Jostens representatives, 21st Century Colonels offerings, and partners from our community. The district One-Call system reminds parents of such meetings and events. Our digital marquee at the entrance of campus also heralds important information that passersby witness daily. We hold various stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC meetings, PTO meetings, Advisory Councils, etc.) where data is consistently used to plan our school improvement efforts and to evaluate their effectiveness. Through our counselors, FRYSC, and community partners, our school offers PLC opportunities, workshops, and easily accessible written information to equip parents to serve on councils, mentor other parents, and build authentic parent participation at our school. Through our after school 21st Century Colonels programs, several community partners and PAVE, support our various learning and enrichment opportunities. Additionally, school council policies ensure active roles for parents on our SBDM council and other committees in making decisions about school improvement. Parents are valued partners on our school leadership teams: PTO, FRYSC Advisory Committee, and CTE Advisory Committees to name a few. New leadership council is trained and/or mentored in their new school leadership roles by former parent leaders, special training sessions, and/or current parent leaders and school leadership.

As for advocacy, our school ensures that every student has a parent and/or other adult who knows how to speak up for them regarding the student's academic goals and individual needs. Parents are encouraged to participate in conferences or other two-way communication about their child's individual learning goals. Parents participate actively and effectively in required planning of IEPs, ILPs, G/T plans, 504s and intervention strategies to ensure college and career readiness (Senate Bill 130).

Parents are provided clear and complete information on procedures for resolving concerns and filing complaints. School staff ensures that parents and community members are well-informed about how to become educational advocates or how to access a trained educational advocate when needed. For example, our school's 504 coordinator and special education teachers, District Special Education Director, District G/T Coordinator, College & Career Readiness Content Manager, and School College and Career Readiness Coach communicate with parents regarding the school's expectations for their child and the school's desire to help the student reach the goals set by the school and the parent/guardian. They also communicate with the school regarding the parent's/guardian's expectations of how the school can help them reach those goals as well as their willingness to be an active participant in their child's education. Parents of students identified as having disabilities or performing at the novice level are given additional intervention steps for student advocacy. To support this, our school staff ensures that families have multiple learning opportunities to support their children's learning. For example, parents may attend our annual Freshman Academy open house and orientation held each summer before the opening of school. In addition, all students and their parents can meet with a counselor during the summer to discuss a student's schedule, planned program and/or career pathway choice. Parents sign off in the spring for pre-registration of coursework their child plans to take for the upcoming academic year. School staff communicates specifically with students in the at-risk population through phone and email contacts. Also, our District Ed News promotes learning opportunities and showcases the "latest" and "greatest" within our school system, our weekly media show touts upcoming activities and student successes, and classroom newsletters and/or classroom webpages share assignment deadlines and upcoming assessments. Informational bulletin boards are posted throughout the school in hallways, the cafeteria, and in individual classrooms that announce and advertise upcoming important events and deadlines. While visiting classrooms, parents may view proficient student work as well as rubrics demonstrating academic expectations which are regularly displayed. In many facets through numerous and varied outlets, we strive to continue strong community partnerships, provide for student advocacy, and build upon learning opportunities for parents.

Educators are making a difference in our school. Our average student to teacher ratio is 15:1. The average years of teaching experience at our school is 12.7 years. We have 35 male teachers and 37 female teachers. 27.1% of our teachers have a Master's degree, 51.8% of our teachers have a Rank I and 10.6% have their Bachelor's degree. We incorporate technology into our daily instruction. 100% of our computers meet state minimum standards. The student-to-internet connected instructional computer ratio is 1.7:1 whereas the state average is 2:1.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

According to our district administration's review of our data, "Opportunities for improvement at the high school level are in the achievement areas of English II, Algebra II, and Biology. The percentage of all students who are not proficient in English II is 46.5%. Data indicates that a significant percentage of students are not achieving proficiency in Algebra II (76.2%) and Biology (73.2%).

While the high school met its target goal for College and Career Readiness, the actual score decreased by 2.7% from the prior year. The number of females achieving College and Career Readiness decreased by 12 students from the prior year and the number of non-duplicated gap students achieving College and Career Readiness decreased by 11 students from the prior year.

The percentage of all students meeting the ACT math benchmark is 11.8% below the state and decreased 8.4% compared to the prior year. The percentage of non-duplicated gap students meeting the ACT math benchmark decreased by 8.3% compared to the prior year. Senior students are placed in their English and math classes based upon their ACT score demonstrating college readiness or need for intervention as determined by KDE.

Although not in accountability, the Global Competency and World Language program review was scored as needs improvement. The overall score was 6.3 with the lowest scoring area in curriculum and instruction."

Our in-house data review revealed the following opportunities for improvement:

We want to improve our overall ranking from 112 out of 228 high schools in Kentucky.

We also want to improve our individual content rankings from:

** 174 out of 228 for Math

** 164 out of 228 for Science

** 130 out of 228 for Reading.

We want to reduce the percentage of students with disabilities who scored novice in all assessment areas. According to the school report card, comparisons of the novice scores for our students with disabilities to those without are as follows:

Reading = Of the 33.6% of all students who scored novice, 66.7% of those are identified as Students with Disability

Science = Of the 22.0% of all students who scored novice, 72.0% of those are identified as Students with Disability

Social Studies = Of the 16.7% of all students who scored novice, 48.7% of those are identified as Students with Disability

Math = Of the 30.1% of all students who scored novice, 44.7% of those are identified as Students with Disability

Writing = Of the 5.6% of all students who scored novice, 26.9% of those are identified as Students with Disability

Language Mechanics = Of the 19.2% of all students who scored novice, 52.9% of those are identified as Students with Disability.

Also, we want to address the gaps between male and female achievement and reduce the number of novice in these gender areas.

According to the school report card, the assessment results indicate the following in regard to gender gaps and novice results:

Reading = 42.5% of all males scored novice while 24.6% of all females scored novice.

Math = 30.3% of all males scored novice while 29.9% of all females scored novice.

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Science = 25.0% of all males scored novice while 18.9% of all females scored novice.

Social Studies = 13.8% of all males scored novice while 20.0% of all females scored novice.

Writing = 7.6% of all males scored novice while 3.6% of all females scored novice.

Language Mechanics = 29.4% of all males scored novice while 9.3% of all females scored novice.

According to the school report card, our gap data shows that we need improvement in the following areas:

Reading = 33.6% of all students scored novice in comparison to 37.5% of the gap group which scored novice.

Math = 30.1% of all students scored novice in comparison to 33.9% of the gap group which scored novice.

Science = 22.0% of all students scored novice in comparison to 24.5% of the gap group which scored novice.

Social Studies = 16.7% of all students scored novice in comparison to 20.0% of the gap group which scored novice.

Writing = 5.6% of all student scored novice in comparison to 6.3% of the gap group which scored novice.

Language Mechanics = 19.2% of all students scored novice in comparison to 20.3% of the gap group which scored novice.

In addition, according to the Time section of the 2015 TELL KY Survey, 20% of teachers feel efforts are not made to minimize the amount of routine paperwork teachers are required to do. The Community Support and Involvement section revealed, 16.9% of teachers say parents/guardians are not influential decision makers in this school. Also, 16.7% of teachers said parent/guardians do not support teachers or contribute to their success with students. In the Managing Student Conduct section, 12.5% of teachers feel school administrators do not consistently enforce rules for student conduct. The Teacher Leadership section showed, 19.2% of teachers felt they do not have an appropriate level of influence on decision making in the school and in the School Leadership section, 15.8% of teachers said they are not recognized for their accomplishments. While the Professional Development section indicated only 12.8% of teachers said sufficient resources are not available for professional development in the school, 13.9% of teachers said professional development is not differentiated to meet the needs of individual teachers and 12.3% of teachers said professional development does not deepen teachers' content knowledge. Furthermore, the Instructional Practices and Support section revealed 21.1% of teachers declare state assessment data is not available in time to impact instructional practices.

Each of our PLC Teams have analyzed and disaggregated the data and devised the following plans for improvement.

The English Team has set these goals:

*** Increase English II EOC percentage of proficient and distinguished from 54.9 to 56.5.

*** Increase KPREP On-Demand Writing percentage of proficient and distinguished 10th grade from 42.8 to 43.8 and 11th grade from 78.3 to 79.3.

*** Increase ACT English score from 19.1 to 19.5.

*** Increase ACT Reading score from 20 to 21.

Their plans to reach these goals are to utilize the following resources along with differentiated instruction and specific teacher feedback: NoRedInk.com, NewsELA, Readworks, Study Island, Skills Tutor, Read Theory, Map testing, COMPASS testing, instructional shares, Quality Core notebook. Furthermore, their plan includes to lower novice scores for English by dash classes, increase student attendance, and utilization of 21st Century Colonels afterschool programs.

Our Math team set the following goals:

*** Close the gap between our math score (17.6) and the state math average (18.9) on the ACT.

*** Reduce the number of novice on the Algebra II EOC.

*** Increase the number of proficient and distinguished on the Algebra II EOC.

They plan to accomplish the ACT goal by using ACT bell ringers, include ACT-type problems for assignments and assessments, provide ACT prep sessions/workshops for students, and incorporate Study Island, Edgenuity ACT program. Their plans to accomplish the EOC

goals are to allow students to re-take classroom assessments for mastery, motivate students to increase attendance, encourage involvement in 21st Century Colonel afterschool programs, incorporate timed-activities with the rigor and relevance of EOC-type assessments, and continue enrollment in dash classes.

Our Science team set the following goals:

*** Increase the ACT science score for females from 19.3 to 19.5.

*** Decrease the Biology EOC novice rate from 24.9% (2014-2015 65 out of 261 students scored novice) to 0.

*** Move students scoring at the apprentice level (50.4) to proficient level, and those scoring at the proficient level (25.2) to the distinguished level.

They plan to achieve the ACT goals by having all Chemistry students participate in a practice ACT Science Test and utilize the data gathered from the practice test to prepare appropriate strategies and activities to meet the student needs. Also, teachers will allow students to work through online Study Island review and have timed practice passages and provide detailed feedback. Teachers will also utilize ACT-style questions for bell ringers. To achieve the EOC goal, teachers will utilize bell ringers from the Quality Core Assessment book, provide hands-on activities and labs, and include chapter reviews from the ABC EOC Review booklet. For continued novice reduction/prevention, teachers will implement CASL-like strategies in the classroom on a daily basis.

The Social Studies PLC team set the following goals:

*** Decrease the percentage of students scoring novice from 17.8% (53 students) to 15%.

*** Increase the percentage of students scoring apprentice from 10.8% to 13%.

*** Increase the percentage of students scoring proficient from 46.7% to 47%.

*** Increase the percentage of students scoring distinguished from 24.7% to 25%.

*** Decrease the percentage of special needs students scoring novice 36% of the 18.7% (or 19 out of 53).

To achieve their goals, the social studies teachers have provided a detailed breakdown of student performance to enable a "Name and Claim" program to target student achievement. The program is broken down into segments including: "Students on the Bubble--those who are very close to scoring at the next performance level, Gap Group -- Socio-economic factors and students with disabilities, Testing Trends -- analysis of male/female and across content areas."

PL/CS Team set the following goals:

*** Increase the CCR percentage, not including bonus points, from 62.8 to 65.3.

Program Review Teams will implement the following strategies to maintain or increase the accountability index:

*** Improve the quality and accuracy of submissions by utilizing the latest program review rubric for each review area and correctly identifying the appropriate characteristic.

*** Develop guidelines for all teachers to follow regarding the submission process.

*** Improve the document included with submissions (i.e. specific evidence of student work/participation).

PLC Team Leaders meet weekly with the Curriculum Coordinator and Principal to discuss curriculum, instruction, and assessment. Team members turn in curriculum checklists and parent contact logs each nine weeks. PLC Teams meet to ensure the latest information is being shared with all team members. The priority focus at all meetings is on student achievement and continuous improvement. PLC Teams have met to develop Common Summative Assessments and analyze the data. In addition, Common Semester Exams are administered in all core content classes each semester and mirror the state assessments in both content and format including rigorous multiple-choice questions.

Credit Recovery is offered during the school day and afterschool and uses the Edgenuity program. The purpose is to increase the graduation rate as well as the number of students graduating on time. Students who have insufficient credits and meet criteria established by

the SBDM Council have the opportunity to participate in Credit Recovery. A Certified Math Assistant is available to all CR classes along with certified science, business, and social studies teachers for one period per class. A certified special education instructor also assists in three of the six class periods as well. A guidance counselor closely monitors and assists all students in the credit recovery program. As these are often students in the "at-risk" category, the guidance counselor regularly meets with these students and makes contacts home. A guidance counselor regularly refers to our Persistence to Graduation report and makes contact with those particular students who at risk of not graduating. Also, the College and Career Readiness team leader tracks individual students beginning in the 9th grade through the 12th grade to determine current CCR status. Whitley County High School has been chosen to host an AmeriCorps College Coach. The Kentucky College AmeriCorps Program is administered by Kentucky Campus Compact in partnership with Northern Kentucky University and KHEAA.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

The process of evaluating our completed CSIP will involve continual review and refinement by PLC team leaders, the entire faculty, the school administration and the SBDM Council. Implementation of the CSIP is expected to meet all school improvement goals and state and federal grant requirements. The plan is expected to serve as the primary vehicle for accessing resources to meet the needs of the entire school community and, ultimately, transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, are instrumental in designing the plan, ownership is ensured. Teachers and instructional staff members, school and district administrators, the school technology coordinator, the Youth Services Center Director, employers, community members, parents, students, and all SBDM council members are involved in the development and evaluation of the CSIP.

Our goals for the upcoming year include:

1. Increase the graduation rate from 93.2% to 94.1% in 2016.
2. Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 34.2% to 66.1% in 2019.
3. Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016.
4. Increase the average combined reading and math proficiency rating from 38.7% to 68.4% in 2019.
5. The percentage of students scoring novice in reading will decrease by 50% by 2020.
6. The percentage of students scoring novice in math will decrease by 50% by 2020.
7. Increasing number of distinguished Program Review areas.
8. Utilize the results of the TELL Survey to guide administrative decisions which impact student achievement and teacher retention.

To conclude, our next steps will involve every faculty member implementing the strategies and activities included in our plan and providing assistance for them to address, within their classrooms, the goals that we have set to accomplish. We want to reach those subgroups of students with disabilities and the subgroups where gender seems to play a role to close the achievement gaps and successfully reach our delivery targets for proficiency. We will use the list provided in the "Opportunities for Improvement" section of this Needs Assessment as well as from our annual board presentation as a guide to school improvement.

Phase II KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Utilize the results of the TELL Survey to guide administrative decisions which impact student achievement and teacher retention.

Measurable Objective 1:

collaborate to analyze the results of the TELL Survey by 06/30/2016 as measured by PLC Team recommendations from data review.

Strategy1:

TELL Survey Utilization - Faculty will work collaboratively with school administrators to ensure the TELL Survey results are analyzed.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Utilize TELL Survey Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Responses to the TELL Survey will be used to support sound educational policies and practices as based on the views of certified educators in our school.	Policy and Process	07/06/2015	06/30/2016	\$0 - No Funding Required	Principals

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency ratings from 38.7% to 68.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students from 38.7% to 49.4% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy1:

Increase Proficiency in Math & Reading - Teachers will implement a "Name & Claim" process to analyze student achievement.

Category: Continuous Improvement

Research Cited: School Report Card, Attendance Reports, Behavior Data, Teacher Observation, YSC Home Visit Info

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Activity - School Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - Freshmen Cognitive Tutor Student Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take the numeric data from the school report card and create a student listing for each performance level, which identifies those students who are on the verge of moving to the next level. Teachers also consider non-academic factors (attendance, behavior, socio-economic status, home environment, etc.) when determining instructional/support strategies for each student "claimed."	Academic Support Program Parent Involvement Direct Instruction Behavioral Support Program	10/28/2015	12/18/2015	\$0 - No Funding Required	PLC Team Leaders, Core Content Team Managers, All Teachers

Activity - Matrix Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0 - No Funding Required	Math PLC Team Leader

Activity - MAP English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0 - No Funding Required	English PLC Leaders, Curriculum Coordinator

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Activity - Skills Tutor & Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic skills.	Academic Support Program Direct Instruction	08/24/2015	05/10/2016	\$0 - No Funding Required	All Core Content Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/17/2015	05/10/2016	\$0 - No Funding Required	Administrators

Activity - Assessment Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, teachers will provide in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Direct Instruction Professional Learning Academic Support Program	08/10/2015	05/10/2016	\$0 - No Funding Required	Administrators & PLC Team Leaders

Activity - Freshmen Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/11/2015	05/10/2016	\$0 - No Funding Required	Algebra I Teachers

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - Algebra II EOC Prep & Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0 - No Funding Required	Algebra II and Math 11 Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 66.1% in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 45.8% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy1:
Social Studies Instructional Initiatives - The following activities will address improving proficiency for all students in the social studies content area.

Category: Continuous Improvement
Research Cited: Study Island, History Alive!, ACT Quality Core for US History

Activity - History Alive!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/18/2015	05/10/2016	\$2000 - General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common chapter/unit exams will be given in all social studies classes.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - Data-Based Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies classes will begin each day with a data-based question and/or core content vocabulary activity.	Direct Instruction	08/04/2014	04/14/2015	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, Social Studies Teachers

Activity - US History EOC Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Quality Core materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/18/2015	04/22/2016	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Strategy2:

Math Instructional Initiatives - The following activities will address improving proficiency for all students in the math content area.

Category: Continuous Improvement

Research Cited: Skills Tutor, Study Island, Cognitive Tutor, MAP, TCA ACT Online Prep, KYOTE, and Compass

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman, sophomore, and junior math teachers will utilize MAP reports to identify student weaknesses in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/01/2016	\$0 - No Funding Required	Math PLC Team Leader

Activity - ACT Prep & Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Tutoring Academic Support Program Direct Instruction	11/18/2015	02/26/2016	\$15500 - Grant Funds \$15500 - Other	Credit Recovery Counselor, Junior Math Teachers

Activity - Algebra II EOC Prep & Quality Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/17/2015	05/10/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers

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Activity - Matrix Unit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra II and Math 11 classes will utilize a matrix unit. This unit will help with concepts on EOC and ACT.	Direct Instruction	01/04/2016	03/18/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers, Math 11 Teachers

Activity - KYOTE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/11/2015	04/29/2016	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

Activity - Skills Tutor and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic math skills.	Technology	08/21/2015	04/29/2016	\$6000 - Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

Activity - CCR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Math class, Algebra II, and Math Applications will be offered to all senior students scoring 21 or below on the math portion of the ACT.	Academic Support Program	07/27/2015	05/10/2016	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, Counselors

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Math and Math Applications classes will utilize results from the Compass test to drive their instruction.	Direct Instruction	01/18/2016	04/29/2016	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, and District Math Specialist

Activity - Freshmen Cognitive Tutor Student Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified weaknesses on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/17/2015	05/10/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers

Activity - Freshmen Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra I classes will be taught using the Carnegie Curriculum. 40% of instructional time will be spent in the Cognitive Tutor lab. 60% of instructional time will be spent in classroom with direct instruction. Math teachers will utilize the Cognitive Tutor lab time as a small group intervention for helping students master math concepts and skills.	Direct Instruction	08/17/2015	05/10/2016	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

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Strategy3:

Best Practice - Teachers and administrators will analyze student achievement by gap groups, identify non-cognitive data, define instructional best practices, and determine staff strengths to best serve identified students.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Analyze Gap Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by special education gap relative to state assessment data.	Academic Support Program	08/17/2015	08/08/2016	\$0 - No Funding Required	Special Education Teachers, Special Education Coordinator, Curriculum Coordinator

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/10/2015	05/10/2016	\$0 - No Funding Required	Principals

Activity - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Edivation to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan.	Professional Learning	07/28/2014	06/30/2015	\$0 - No Funding Required	PD Coordinator

Activity - 9 Weeks Checklists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of required courses will turn in checklists of curriculum taught each nine weeks to PLC leader.	Academic Support Program	10/19/2015	05/10/2016	\$0 - No Funding Required	PLC Team Leaders & Curriculum Coordinator

Activity - Assessment Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, students will participate in state assessment reviews through daily bellringers, formative assessments, and student performance-based projects and events. In addition, after-school tutoring sessions will be offered to students seeking enrichment activities.	Academic Support Program	08/10/2015	05/10/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Non-Cognitive Data Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention through consolidated planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Special Education Coordinator and Special Education Teachers

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Strategy4:

English Instructional Initiatives - The following activities will address improving proficiency for all students in the English content area.

Category: Continuous Improvement

Research Cited: Skills Tutor, MAP, Study Island, TCA ACT Online Program, ACT Quality Core Materials, FLRT Program

Activity - ACT Prep - English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English III classes will begin each day with an ACT review question or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2015	02/22/2016	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - MAP English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman and sophomore English teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly.	Academic Support Program	08/24/2015	04/22/2016	\$0 - No Funding Required	English PLC Leaders, Curriculum Coordinator

Activity - Skills Tutor & Study Island - English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce basic English skills.	Technology	08/24/2015	05/10/2016	\$6000 - Other	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic schedule of content in all classes before the testing date. These teachers will administer On-Demand Practice Tests to all students before testing. Detailed feedback will be provided to the students, including examples of proficient and distinguished responses.	Direct Instruction	08/17/2015	04/22/2016	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CCR English classes will utilize ACT-like questioning to better prepare students for the Compass test.	Direct Instruction	08/24/2015	02/24/2016	\$0 - No Funding Required	English/Language Arts PLC Team Leader, Curriculum Coordinator, and District Reading Specialist

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Activity - School Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English classes will follow the school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Policy and Process	08/17/2015	04/22/2016	\$0 - No Funding Required	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers

Activity - English II EOC Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English II teachers will utilize ACT Quality Core resources to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2015	04/22/2016	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will review data to identify students within the Focus Group and those who are at risk of being in the Focus Category to provide specific and targeted interventions as needed. Enrichment activities and other supplemental resources will also be provided to assist students to reach proficiency.	Direct Instruction	10/08/2015	04/14/2016	\$0 - No Funding Required	Teachers, Administrators, Counselors

Strategy5:

Science Instructional Initiatives - The following activities will address improving proficiency for all students in the science content area.

Category: Continuous Improvement

Research Cited: ACT TCA Online Prep, Study Island, Skills Tutor, ACT Quality Core, EOC Prep Books

Activity - ACT Prep - Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All chemistry courses will begin each day with ACT review question or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/17/2015	04/22/2016	\$0 - No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers

Activity - Biology EOC Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biology teachers will use ACT Quality Core materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/24/2015	04/22/2016	\$1000 - General Fund	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator

Activity - Skills Tutor & Study Island - Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Skills Tutor and Study Island software will be used to reinforce science skills.	Technology	08/18/2015	05/10/2016	\$6000 - Other	Science PLC Team Leader, Curriculum Coordinator

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The school identified specific strategies to increase the average freshman graduation rate.

Goal 1:

Increase the graduation rate from 93.2% to 94.1% in 2016.

Measurable Objective 1:

collaborate to increase the graduation rate from 93.2% to 94.1% by 06/30/2016 as measured by the School Report Card delivery targets.

Strategy1:

Career Readiness Pathway - All 9th grade students will choose a career pathway and their schedule will reflect their choice.

Category: Career Readiness Pathways

Research Cited: Explore results, interest inventories, and ILPs.

Activity - Career Pathway Decision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide all 9th grade students to a career pathway based on their ILP, EXPLORE results, and EXPLORE interest inventory.	Academic Support Program	03/01/2016	07/31/2016	\$0 - No Funding Required	Freshman Academy Principal and Counselors

Strategy2:

Persistence to Graduation - Counselors will meet individually with incoming freshman to determine scheduling.

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have insufficient credits and who meet criteria established by the SBDM Council will have the opportunity to participate in Credit Recovery.	Other	08/17/2015	05/10/2016	\$30000 - Other	Counselors

Activity - Freshman Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/06/2015	05/10/2016	\$0 - No Funding Required	Freshman Academy Principal and Counselors

Strategy3:

Academic & Career Advising - All students will be exposed to a variety of career options and various career pathways.

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Category: Career Readiness Pathways

Research Cited: Data Analysis

Activity - Incoming Freshman Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/ Orientation	03/01/2016	07/31/2016	\$0 - No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

Strategy4:

Targeted Intervention - High school faculty and staff will increase parental awareness and public awareness of curriculum and career pathway options to incoming freshman.

Category: Persistence to Graduation

Research Cited: Data Analysis

Activity - Home Visits for At-Risk Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2015	06/30/2016	\$0 - No Funding Required	FRYSC Coordinator

Activity - Curriculum Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase activities with middle school for incoming freshmen including tours, presentations on careers, discussions on CTE opportunities at the high school, and ILP planning.	Academic Support Program	01/04/2016	07/31/2016	\$0 - No Funding Required	Counselors, Principals, CTE Teachers

Activity - FRYSC Supplemental Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Director will collaborate with the 21st Century Colonels Site-Coordinator to provide supplemental services to students and their parents.	Parent Involvement	08/24/2015	05/16/2016	\$0 - No Funding Required	FRYSC Director, 21st Century Site Coordinator

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016

Measurable Objective 1:

collaborate to demonstrate college and career readiness from 62.8% to 67.6% by 06/30/2016 as measured by the School Report Card

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delivery targets.

Strategy1:

Course & Assessment Alignment - Teachers, Advisory Committee Members, and Principals will review Common Core Standards and various CTE standards to align lesson plans, course work, and appropriate assessments to increase student success in career pathways.

Category: Continuous Improvement

Research Cited: Career & Technical Education Data Analysis, Curriculum Alignment Documents, Kentucky Occupational Skills Standards Reports

Activity - CTE Co-op Supervision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Direct Instruction Academic Support Program	08/17/2015	05/10/2016	\$2500 - Perkins	CTE Co-op Teachers

Activity - CTE Annual Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CTE teachers will have the opportunity and be encouraged to participate in the Annual CTE Summer Conference to receive updated information regarding course/program curriculum changes/alignments, updates regarding KOSSA/Industry Certifications, network with program teachers and industry leaders from across the state, and receive information regarding innovative strategies, activities, and technologies in the classroom.	Professional Learning	07/19/2015	07/22/2015	\$8700 - Perkins	CTE Coordinator, CTE Teachers

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Teachers will utilize curriculum maps aligned with KOSSA and Common Core Standards.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	CTE Teachers

Activity - CTE Equipment/Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE program equipment/software will be purchased as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills/standards attainment).	Academic Support Program Direct Instruction Technology	07/01/2015	06/01/2016	\$32000 - Perkins	CTE Coordinator, CTE Teachers, WCBOE Finance Department

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Activity - Real-world Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize questioning techniques similar to those used on the KOSSA, WorkKeys, and ASVAB to familiarize students with real-world, on-the-job/career questions.	Direct Instruction Career Preparation/Orientation	08/18/2015	02/26/2016	\$0 - No Funding Required	CTE Teachers

Activity - Advisory Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the advisory committees for CTE to review career pathways for each CTE program that leads to an industry certification and/or KOSSA certification.	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	CTE Teachers and CTE Coordinator

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will utilize Common Core Standards and career and technical standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers and Principals

Activity - Pathway Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. Perkins funds may cover the cost for the CTE teacher/advisor only.	Field Trip	07/01/2015	06/30/2016	\$3500 - Perkins	CTE Coordinator, CTE Teachers

Activity - CTE Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Periodically, CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Common Core Standards.	Academic Support Program	07/20/2015	06/30/2016	\$0 - No Funding Required	CTE Teachers

Strategy2:

Academic and Career Advising - Students will be exposed to a variety of career options and various career pathways.

Category: Career Readiness Pathways

Research Cited: Career and Technical Education Data Analysis

Activity - College Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$0 - No Funding Required	Counselors, AmeriCorps Coach

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Activity - Career Exploration Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign a project in which students will research a career choice as related to their ILP and present their findings.	Career Preparation/ Orientation	09/14/2015	04/29/2016	\$0 - No Funding Required	English and CTE Teachers

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception - Freshman teachers will always have the incoming freshman students for their first year. Then when they become sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed and for specific purposes (i.e. discussion of progress reports and quarter grades, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Counselors

Activity - Update Industry Certifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and update industry certification available to preparatory students.	Career Preparation/ Orientation	07/01/2015	06/30/2016	\$2000 - Perkins	CTE Staff, Counselors

Activity - AmeriCorp College Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	Career Preparation/ Orientation	09/14/2015	05/10/2016	\$0 - No Funding Required	Counselors and Principal

Activity - College Application Awareness Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During this week, all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Career Preparation/ Orientation	11/02/2015	11/06/2015	\$0 - No Funding Required	Counselors, AmeriCorp College Coach, and Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/ Orientation	02/01/2016	03/01/2016	\$1000 - Other	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors

Strategy3:

Targeted Interventions - Teachers will review assessment data for all students to analyze gaps in curriculum and determine classroom instructional decisions accordingly.

Category: Continuous Improvement

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Research Cited: EPAS data, KPREP data, and EOC Quality Core Educator's Tool Kit

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Team Leaders and team members analyze ACT, KPREP and EOC assessment results and determine instructional gaps/weaknesses to design strategies and implement activities in the classroom to close the achievement gaps.	Academic Support Program	08/11/2015	06/30/2016	\$0 - No Funding Required	PLC Team Leaders and Curriculum Coordinator

Activity - Student Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/06/2015	06/17/2016	\$0 - No Funding Required	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals

Activity - ACT Online Preparation with Edgenuity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All junior level English, math and science classes will complete ACT online preparation (Study Island, Skills Tutor, Edgenuity).	Technology	08/24/2015	02/26/2016	\$40000 - Other	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders

Activity - 21st Century Colonels Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing academic intervention will be referred to afterschool programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, retention prevention, and various other enrichment options).	Direct Instruction	09/08/2015	04/29/2016	\$75000 - Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor

Activity - Benchmark Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize MAP reports to identify student's current skill level in order to provide differentiated instruction.	Academic Support Program	07/06/2015	06/30/2016	\$0 - No Funding Required	Counselors and CCR Team Leader

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

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Goal 1:

Increasing number of distinguished Program Review areas.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, Writing and World Language and Global Competencies Pilot Program Review by 06/01/2016 as measured by data recorded in the ASSIST tool.

Strategy1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content area teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Program Review Submissions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize curriculum activities and samples of student work to submit on the district's Wiki page and archived on the Y drive for program review. Teachers will document evidence of student activities digitally (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/06/2015	06/01/2016	\$0 - No Funding Required	Evidence Managers

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence Managers will meet with PLC team members periodically to identify evidence needs. Gaps in program areas will be identified and analyzed with suggested next steps provided for improvement.	Academic Support Program	07/06/2015	06/01/2016	\$0 - No Funding Required	Evidence Manager, PLC Team Leaders, Curriculum Coordinator

Phase II KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	We conducted our needs assessment during the following: Early Release Day 10/8/14 and Professional Development Day 11/4/14. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Mandatory Professional Development Days are held at the beginning of the school year. PLC Team Leader meetings and School-wide PLC Team Meetings are held as needed.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	We conducted our needs assessment during the following: Early Release Day and Professional Development Day in November. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Software utilized to provide additional instruction for students experiencing difficulty mastering achievement standards: Skills Tutor, Study Island, FLRT, Cognitive Tutor, and Edgenuity.	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The application and interview process is centered around the recruiting of highly qualified teachers. New teachers participate in a district-provided New Teachers Academy. Professional Development and Flex Time opportunities provide support for teacher growth and retention. A veteran mentor, who is in close physical proximity within the building and part of the same professional community, is assigned by the principal to each new teacher.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	SBDM Council minutes and District financial records are available for review.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	During fall & spring semesters Parent Night events, teachers & parents discuss student assessment results. We actively recruit parent members for our PTO and SBDM council. Every spring, students pre-register with parental assistance for career pathways & courses with an emphasis on College and Career Readiness. Each summer, students & parents have the opportunity to meet on an individual basis with a school counselor to discuss school, state & national testing dates & results. Parents are informed of school events and assessments through the one-call system, & district & school webpages.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	With the exception of component seven, Transition to Kindergarten, we have incorporated the other nine school-wide planning criteria.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	For specific Professional Development (24 hours) and Flex Time (30 hours) opportunities offered, refer to sign-in documents on file with the school's Curriculum Coordinator and District Professional Development Coordinator.	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Upon the release of school assessment results, our PLC Team Leaders and Team Members thoroughly analyze the data to make informed, strategic, and intentional instructional decisions.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Based on student gap data and individual student disaggregated data, eligible students are identified.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	We conducted our needs assessment during the following: Early Release Day and Professional Development Day in November. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	We collaborate with 21st Century Learning Communities grant program, Carl D. Perkins grant program, AmeriCorp College Coach, and Corbin Area Technology Center, to name a few, to integrate a wide variety of school-planned activities. Students are provided access to: guest speakers, college admissions counselors, college financial aid advisors, military recruiters, community stakeholders, community employers, and enrichment field trips.	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	We conducted our needs assessment during the following: Early Release Day and Professional Development Day in November. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. Examples of software utilized to provide additional instruction for students experiencing difficulty mastering achievement standards: Skills Tutor, Study Island, FLRT, Cognitive Tutor, and Edgenuity.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	We collaborate with 21st Century Learning Communities grant program, Carl D. Perkins grant program, AmeriCorp College Coach, and Corbin Area Technology Center, to name a few, to integrate a wide variety of school-planned activities.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Faculty and staff plan activities such as: guest speakers, college admissions counselors, college financial aid advisors, military recruiters, community stakeholders, community employers, and enrichment field trips.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	No Child Left Behind (NCLB) Requirements -- Paraeducators whose duties include instructional support & who work in a program supported with Title I, Part A funds must meet the NCLB educational requirement through one of the following: 1. Completed two years of study at an institution of higher education; or 2. Obtained an associate's (or higher) degree; or 3. Met a rigorous standard of quality & be able to demonstrate, through a formal State or local academic assessment, knowledge of & the ability to assist in instructing reading, writing, and mathematics (or appropriate reading readiness).	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	SBDM Council minutes and district financial records are available for review.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	During the fall & spring semester Parent Night events, teachers & parents discuss student assessment results. Every spring, students pre-register with parental assistance for career pathways & courses with an emphasis on College and Career Readiness. Each summer, students & parents have the opportunity to meet on an individual basis with a school counselor to discuss school, state and national testing dates & results. Parents are informed of school events and assessments through the one-call system, district & school webpages.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	For specific Professional Development (24 hours) and Flex Time (24 hours) opportunities offered, refer to sign-in documents on file with the school's Curriculum Coordinator and District Assistant Professional Development Coordinator.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	We conducted our needs assessment during the following: Early Release Day and Professional Development Day in November. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed.	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	The CSIP is available on the district's website.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	Not applicable because all our teachers are certified in their field of instruction.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	We conducted our needs assessment during the following: Early Release Day and Professional Development Day in November. PLC Team Leader meetings and PLC Team meetings occur where academic achievement data is disseminated and the needs of the school are discussed. At the beginning of the school year, there were three mandatory Professional Development Days offered.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	The Title I Ranking Report does not list any of these positions.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	When a para-educators has instructional duties, they are under direct supervision of their assigned supervising teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	When a para-educators has instructional duties, they are under direct supervision of their assigned supervising teacher. Clerical work for our para-educators is kept to a minimum.	

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	A schedule of non-instructional duties for papreducators is assigned by their supervising teacher and reviewed by a principal.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	A schedule of non-instructional duties for papreducators is assigned by their supervising teacher and reviewed by a principal.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Information regarding cap size and personnel assignments is available at the Central Office.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Information regarding cap size and personnel assignments is available at the Central Office.	

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Bob Lawson, Principal

Amanda Croley, Asst. Principal at Freshmen Academy

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director & Advisory Council

PLC Leaders & Content Managers:

Laurel Bowlin - CCR & Writing Program Review & 21st Century Colonels Site Coordinator

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS & PLCS Program Review

Wayne Hensley - Arts & Humanities & Arts & Humanities Program Review

Amy Hess - English/Language Arts & English II

Burton Richardson - Math & Algebra II

Jarred Earnest - Science & Chemistry & Biology

Kyle Adams - Geometry

Matt Anderson - World Civilizations

Stacy Manning - English III

Johnna Robinson - Foreign Language & World Language/Global Competencies Program Review

Site-Based Decision Making Council:

Bob Lawson, Principal

Glen Croley, Teacher

Holly Jacobs, Teacher

Heather Smith, Teacher

Cymbre Crisologo, Parent Representative

Kim Bennett, Parent Representative

Renee Lawson, WCHS PTO

Whitley County High School Teachers

District Support Staff:

Paula Rickett, District Assessment Coordinator

Heather Stewart, District Reading Coach

Kim Creekmore, District Math Coach

Ruth Osborne, District Science Coach & Gifted and Talented Coordinator

Relationship Building

Overall Rating: 2.86

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Whitley County High School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Whitley County High School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Distinguished

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Strengths: Community Partnerships, Learning Opportunities, and Advocacy - Proficient

Whitley County High School has several strengths with our overall parental involvement. We realize that strong relationships with parents contribute to effective teaching and learning. We welcome parents and other stakeholders when they are guests of our school. Our visitors are radioed in from the Welcome Center to our front office desk where office staff meet and greet them to offer assistance and direction. We have a volunteer system established through our PAVE (Parents as Volunteer Educators) program. We encourage parents to attend school activities and participate in discussion about their child's/children's learning through One-Call alerts, our counselors' webpage, our district's homepage and items copied and sent home with students. At anytime throughout the school year through Remind apps, Edmodo and the parent portal in Infinite Campus, parents/guardians may monitor and check student academic progress. Our school staff offers a variety of ways that parents/guardians can share information with teachers about their children's needs through phone and/or email contacts, offering parent/teacher conferences, through online classroom webpage communications, through Youth Service Center personnel, and through assistance from the counselors' office. Furthermore, we partner with community leaders to build parent understandings of academic expectations, school strategies, and student achievement. Through our SBDM Council, PTO officers and members, various booster clubs, fundraising teams, and other extra-curricular offerings, we provide opportunities to discuss school-wide achievement issues, including assessment data on both a formal and informal basis.

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We maximize parent-teacher conferences by providing supper and refreshments to all who attend as well as spotlights on some student talents. Also, we have several entities who set up tables to conveniently meet with parents: higher education, Jostens representatives, 21st Century Colonels offerings, and others from our community. The district One-Call system reminds parents of such meetings and events. Our digital marquee at the entrance of campus also heralds important information that passersby witness daily. We hold numerous stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC Team and Content meetings, PTO meetings, FRYSC & CTE Advisory Councils, club meetings, etc.) where data is consistently used to plan our school improvement efforts and to evaluate their effectiveness. Through our counselors, FRYSC, and community partners, our school offers PLC opportunities, workshops, and easily accessible written information to equip parents to serve on councils, mentor other parents, and build authentic parent participation at our school. Through our after school 21st Century Colonels programs, several community partners and PAVE support our various learning and enrichment opportunities. Additionally, school council policies ensure active roles for parents on our SBDM council and other committees in making decisions about school improvement. New leadership council is trained and/or mentored in their new school leadership roles by former parent leaders, special training sessions, and/or current parent leaders and school leadership. Parents are valued partners on our school leadership teams: PTO, FRYSC Advisory Committee, and CTE Advisory Committees to name a few.

As for advocacy, our school ensures that every student has a parent and/or other adult who knows how to advocate for them regarding the student's academic goals and individual needs. Parents are encouraged to participate in conferences or other two-way communication about their child's individual learning goals. Parents participate actively and effectively in required planning of IEPs, ILPs, G/T plans, 504s and intervention strategies to ensure College and Career Readiness (Senate Bill 130). Parents are provided clear and complete information on procedures for resolving concerns and filing complaints. School staff ensures that parents and community members are well informed about how to become educational advocates or how to access a trained educational advocate when needed. For example, our school's 504 coordinator and special education educators, District Special Education Director, District G/T Coordinator, College & Career Readiness Content Manager, and School College and Career Readiness Coach communicate with parents regarding the school's expectations for their SY 2015-2016

child and the school's desire to help the student reach the goals set by the school and the parent/guardian. They also communicate with the school regarding the parent's/guardian's expectations of how the school can help them reach those goals as well as their willingness to be an active participant in their child's education. Parents of students identified as having disabilities or performing at the novice level are given additional intervention steps for student advocacy. To support this, our school staff ensures that families have multiple learning opportunities to support their children's learning. For example, parents may attend our annual Freshman Academy open house and orientation held each summer before the opening of school. In addition, all students and their parents can meet with a counselor during the summer to discuss a student's schedule, planned program and/or career pathway choice. Parents sign off in the spring for pre-registration of coursework their child plans to take for the upcoming academic year. School staff communicates specifically with students in the at-risk population through phone and email contacts. Also, our District Ed News promotes learning opportunities and showcases the latest and greatest happenings within our school system, our weekly media show touts upcoming activities and student successes, and classroom newsletters and/or classroom webpages share assignment deadlines and upcoming assessments. Informational bulletin boards are posted throughout the school in hallways, the cafeteria, and in individual classrooms that announce and advertise upcoming important events and deadlines. Proficient student work as well as rubrics demonstrating academic expectations are regularly displayed. In many facets through numerous and varied outlets, we strive to continue strong community partnerships, provide for student advocacy, and build upon learning opportunities for parents.

Improvement Areas: Relationship Building, Communications, and Decision Making

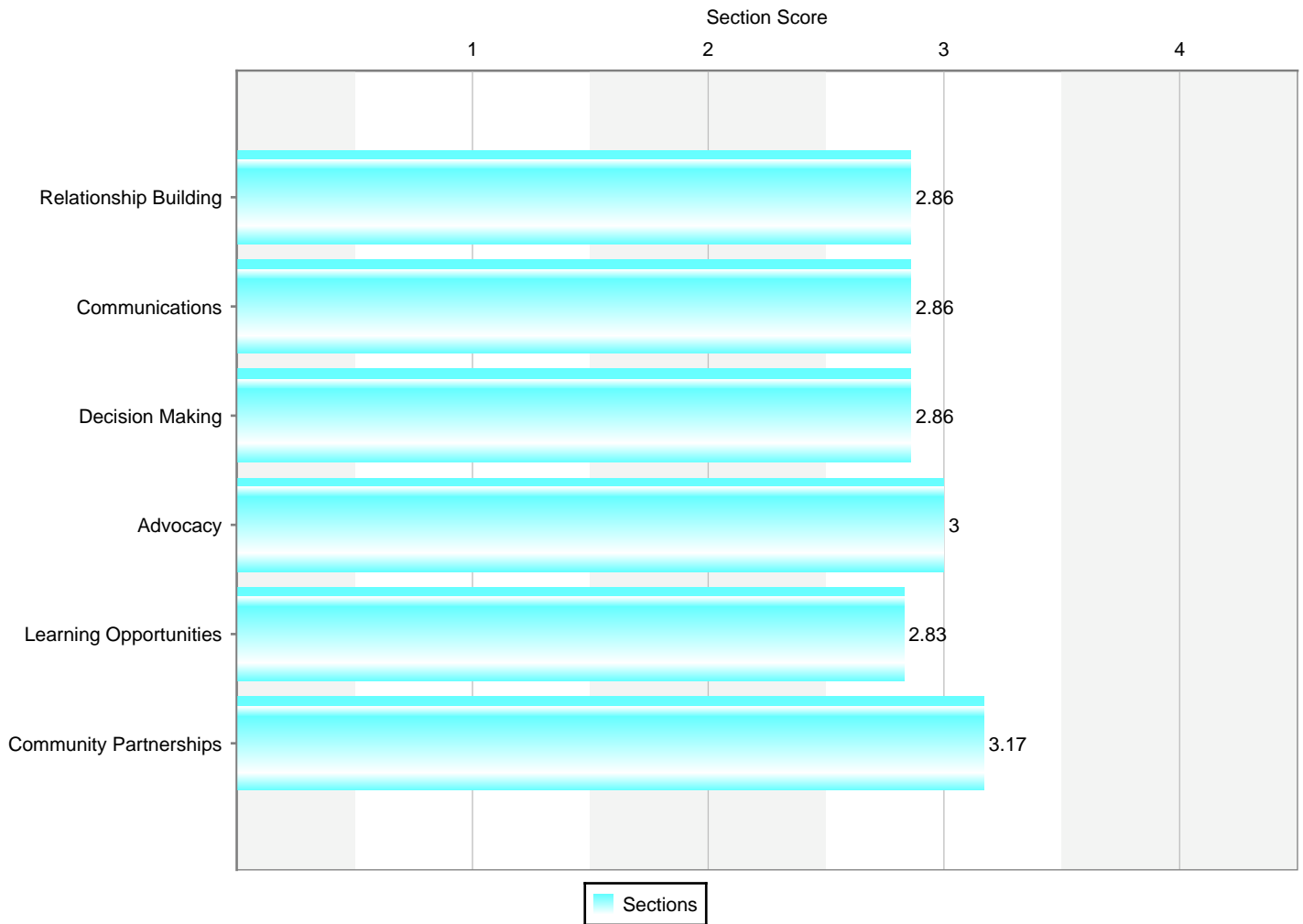
Currently our teachers collect student needs data via class assessments, informal observations, and classroom conversations and parents are contacted by phone, letter, or parent conference to discuss those needs. Although our teachers attempt to reach all parents by phone, email, messages sent via student, and/or direct mail, some are not available and/or readily accessible regarding their child's academic progress. As an area for improvement, we will strive to engage all parents as active participants in their child's academic success.

Occasionally, staff informally or casually asks for feedback on our school's efforts to welcome and engage parents without regular data collection. To address this concern, we will invite feedback from parents through a message on progress reports, grade cards, and one-call alerts. Presently, stakeholder surveys are provided for parents and teachers encourage parents to respond. To increase parental involvement in stakeholder surveys, we will attach a survey to the pre-registration process and the required beginning-of-school documentation. Our current surveys and enrollment forms collect mostly demographic information (e.g. contact information: home and cell phone numbers, mailing and physical addresses, etc.). However, we need to develop a more informative survey to collect data regarding stakeholder opinions toward student academic success and individual needs.

Furthermore, while our SBDM elections are held at convenient times and are well-publicized, we have less than 20% of parents voting in the SBDM parent elections. To increase participation in parent elections, we will actively recruit membership and encourage participation in the election process and decision making tasks. We will continue to advertise our meeting times and publicize parent member elections. Our SBDM and PTO are the representative voice of all parents with students at WCHS. For that reason, we encourage and provide opportunities for these two organizations to be involved in school improvement decisions and to monitor and assist school improvement. In addition, our school leadership has an open-door policy for all parents to voice their concerns, opinions, ideas or strategies for school improvement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The data gathering and data disaggregation process was conducted by PLC team leaders, core content team managers, and team members in conjunction with the SBDM Council. Our teams analyzed assessment data to determine the needs of our school. The goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets for 2014 to 2017. Recent assessment results and the school report card were the primary sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities.

We analyzed state test scores to develop specific plans which target improvement areas. We worked diligently to reduce achievement gaps that exist. Our Administrative Team and PLC Teams provided guidance as we refined our curriculum, employed research-based instructional practices and implemented practice assessment strategies. PLC Team Leaders met weekly with the Curriculum Coordinator and Principal to discuss curriculum, instruction, and assessment. Team members turned in curriculum checklists and parent contact logs each nine weeks. PLC Teams met to ensure the latest instructional information was being shared with all team members. The priority focus at all meetings is on student achievement.

Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the evaluation of the CSIP. We involved every faculty member implementing the strategies and activities included in our plan and provided assistance for them to address, within their classrooms, the goals that we set to accomplish. We strived to reach those subgroups of students with disabilities and gender inequalities to close the achievement gaps to successfully reach our delivery targets. We used the list provided in the "Opportunities for Improvement" section of the CSIP Needs Assessment as a guide.

Other ways in which we will engage and collaborate with stakeholders include: 21st Century Colonels Afterschool Programs and partners, Youth Service Center and Advisory Council, District Support Staff and the Board of Education, SBDM Council.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Bob Lawson, Principal

Amanda Croley, Asst. Principal at Freshman Academy

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director & Advisory Council

KDE Comprehensive School Improvement Plan

Whitley County High School

PLC Team Leaders & Core Content Team Managers:

Laurel Bowlin - CCR & Writing Program Review & 21st Century Site Coordinator

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS & PLCS Program Review

Wayne Hensley - Arts & Humanities & Arts & Humanities Program Review

Amy Hess - English/Language Arts & English II

Burton Richardson - Math & Algebra II

Jared Earnest - Science, Biology, & Chemistry

Kyle Adams - Geometry

Matt Anderson - World Civilizations

Stacy Manning - English III

Johnna Robinson - Foreign Language & World Language/Global Competencies Program Review

Site-Based Decision Making Council:

Bob Lawson, Principal

Glen Croley, Teacher

Holly Jacobs, Teacher

Heather Smith, Teacher

Cymbre Crisologo, Parent Representative

Kim Bennett, Parent Representative

Renee Lawson, WCHS PTO

Whitley County High School Teachers

District Support Staff:

Paula Rickett, District Assessment Coordinator and Title I Coordinator

Heather Stewart, District Reading Coach and Program Review Contact

Kim Creekmore, District Math Coach and CSIP Contact

Ruth Osborne, District Science Coach and G/T Coordinator

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Monthly SBDM meetings followed by PTO meetings as necessary

Weekly PLC Team Leader meetings

School-wide PLC team meetings as needed

KDE Comprehensive School Improvement Plan

Whitley County High School

Annual Board Presentation held in December

Monthly FRYSC Advisory Council meetings

Once per semester Parent/Teacher Night Conferences

Faculty meetings with the entire faculty as needed

21st Century Site-Coordinator and staff meetings

Program Review Evidence Manager meetings as needed

Core Content Team Manager meetings as needed

District Support Personnel meetings as needed

Access of the plan is available on the district webpage

Open door policy for all stakeholders to meet with and discuss areas of concern with administration

Items discussed are documented in our meeting agendas and notes

Our SBDM and PTO are the representative voice of all parents with students at WCHS. For that reason, we encourage and provide opportunities for these two organizations to be involved in school improvement decisions and to monitor and assist school improvement. In addition, our school leadership has an open-door policy for all parents to voice their concerns, opinions, ideas or strategies for school improvement.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Whitley County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	According to the review of the data, there are little to no opportunities for teachers in our district to engage in effective job embedded training for teaching students of poverty.	

What are the barriers identified?

- *high rate of poverty
- *lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status
- *low percentage of National Board Certified Teachers
- *decreased funding for professional development

What sources of data were used to determine the barriers?

- *District/School Report Card
- *District Professional Development Plan
- *Professional Development Survey
- *TPGES data
- *TELL Survey

What are the root causes of those identified barriers?

- *professional learning is not aligned to educator need (learning for students of high poverty)
- *inconsistent induction and mentoring opportunities
- *teachers not prepared to meet the diverse needs of low income students
- *district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES data indicates that 100% of our teachers are classified as exemplary or accomplished. The data also indicates that 100% of our teachers and leaders received a high or expected student growth rating. In the 2014-2015 school year, our school had a low percentage (2.7%) of new and KTIP teachers. The data shows that the average years of teaching experience is 12.7 while the state average is 11.9. The analysis of this data indicates that our school is providing ALL students access to effective teachers. Training and professional learning focused on teaching students in poverty will improve our student achievement.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

SBDM Council policies address assignment of students to classes and program within the school.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is used to place students in college and career readiness classes in math and reading. Furthermore, students may also receive enrichment services in math, ELA, science, and social studies. Data is used to refer and encourage students to attend 21st Century Colonels which focuses on academic intervention and enrichment activities along with youth development activities. Clubs are offered that focus on academics, physical fitness, character education, and leadership.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The District Leadership Team analyzes district, school, and student level data to collaborate and support the school in addressing improvement areas in regards to student achievement. Data walls and student learning plans are used to identify individual student needs.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The district strictly adheres to board policy in recruiting effective teachers through: placement bureaus of colleges and universities; working with state educational associations and state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy and the Superintendent completes the hiring process.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

The district strictly adheres to board policy in recruiting effective teachers through: placement bureaus of colleges and universities; working with state educational associations and state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy and the Superintendent completes the hiring process.

background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy and the Superintendent completes the hiring process.

Incentives include: Tenure, Transfer of Tenure, Highly Qualified Status, Salary Support for National Board Certified Teachers, Change in Rank or Experience (Salary Increase), Teacher Leadership Opportunities

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

Kentucky Teacher Internship Program, New Teacher Academy, Mentoring, Coaching (math, reading, science, writing)

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional learning needs of a teacher with an effectiveness rating below accomplished will be addressed through various avenues: district coaching support, individualized professional learning plan - in addition to PGP, co-teaching, release time for observing effective teachers, mentoring from experienced and effective teachers.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Survey results are analyzed using the district and school summary results to identify areas for improvement. Strategies and activities for improvement will be developed and addressed in the CSIP.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal Increase the graduation rate from 93.2% to 94.1% in 2016.

Objective collaborate to increase the graduation rate from 93.2% to 94.1% in 2016 as measured by the school report card delivery targets.

Strategy Academic & Career Advising

Activity Incoming Freshman Career Pathways (Type(s): Career Preparation/Orientation; Dates: 3/1/16-7/31/16)

Strategy Targeted Intervention

Activity Curriculum Awareness (Type(s): Academic Support Program; Dates: 1/4/16-7/31/16)

Activity Home Visits for At-Risk Students (Type(s): Parent Involvement; Dates: 7/1/15-6/30/16)

Activity FRYSC Supplemental Services (Type(s): Parent Involvement; Dates: 8/24/15-5/16/16)

Strategy Career Readiness Pathway

Activity Career Pathway Decision (Type(s): Academic Support Program; Dates: 3/1/16-7/31/16)

Strategy Persistence to Graduation

Activity Freshman Academy (Type(s): Academic Support Program; Dates: 7/6/15-5/10/16)

Activity Credit Recovery (Type(s): Other; Dates: 8/17/15-5/10/16)

Goal Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.2% to 66.1% in 2019.

Objective collaborate to increase the average combined reading and math proficiency ratings from all students in the non-duplicated gap group from 24.2% to 45.8% by 06/30/2016 as measured by the school report card delivery targets.

Strategy Best Practice

Activity Analyze Gap Groups (Type(s): Academic Support Program; Dates: 8/17/15-8/8/16)

Activity Non-Cognitive Data Identification (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity Instructional Best Practices (Type(s): Direct Instruction; Dates: 8/10/15-5/10/16)

Activity Assessment Review (Type(s): Academic Support Program; Dates: 8/10/15-5/10/16)

Activity 9 Weeks Checklists (Type(s): Academic Support Program; Dates: 10/19/15-5/10/16)

Strategy Math Instructional Initiatives

Activity Freshmen Carnegie Math Curriculum (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Algebra II EOC Prep & Quality Core (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Freshmen Cognitive Tutor Student Reports (Type(s): Tutoring; Dates: 8/17/15-5/10/16)

Activity Matrix Unit (Type(s): Direct Instruction; Dates: 1/4/16-3/18/16)

Activity MAP Math (Type(s): Academic Support Program; Dates: 8/24/15-4/1/16)

Activity Skills Tutor and Study Island (Type(s): Technology; Dates: 8/21/15-4/29/16)

Activity CCR Math (Type(s): Academic Support Program; Dates: 7/27/15-5/10/16)

Activity KYOTE (Type(s): Direct Instruction; Dates: 12/11/15-4/29/16)

Activity Compass (Type(s): Direct Instruction; Dates: 1/18/16-4/29/16)

Activity ACT Prep & Edgenuity (Type(s): Direct Instruction, Tutoring, Academic Support Program; Dates: 11/18/15-2/26/16)

Strategy English Instructional Initiatives

Activity MAP English (Type(s): Academic Support Program; Dates: 8/24/15-4/22/16)

Activity Skills Tutor & Study Island - English (Type(s): Technology; Dates: 8/24/15-5/10/16)

Activity On-Demand Writing (Type(s): Direct Instruction; Dates: 8/17/15-4/22/16)

Activity School Writing Plan (Type(s): Policy and Process; Dates: 8/17/15-4/22/16)

Activity ACT Prep - English (Type(s): Direct Instruction; Dates: 8/31/15-2/22/16)

Activity English II EOC Preparation (Type(s): Direct Instruction; Dates: 8/31/15-4/22/16)

Activity Compass (Type(s): Direct Instruction; Dates: 8/24/15-2/24/16)

Activity Name & Claim (Type(s): Direct Instruction; Dates: 10/8/15-4/14/16)

Strategy Science Instructional Initiatives

Activity Biology EOC Prep (Type(s): Direct Instruction; Dates: 8/24/15-4/22/16)

Activity ACT Prep - Science (Type(s): Direct Instruction; Dates: 8/17/15-4/22/16)

Activity Skills Tutor & Study Island - Science (Type(s): Technology; Dates: 8/18/15-5/10/16)

Strategy Social Studies Instructional Initiatives

Activity US History EOC Prep (Type(s): Direct Instruction; Dates: 8/18/15-4/22/16)

Activity History Alive! (Type(s): Technology; Dates: 8/18/15-5/10/16)

Activity Common Assessments (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Goal Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016

Objective collaborate to demonstrate college and career readiness from 62.8% to 67.6% by 06/30/2016 as measured by the school report card delivery targets.

Strategy Academic and Career Advising

Activity Operation Preparation (Type(s): Career Preparation/Orientation; Dates: 2/1/16-3/1/16)

Activity Update Industry Certifications (Type(s): Career Preparation/Orientation; Dates: 7/1/15-6/30/16)

Activity College Awareness (Type(s): Career Preparation/Orientation; Dates: 3/1/16-3/31/16)

Activity Career Exploration Project (Type(s): Career Preparation/Orientation; Dates: 9/14/15-4/29/16)

Activity Advisor/Advisee Program (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity AmeriCorp College Coach (Type(s): Career Preparation/Orientation; Dates: 9/14/15-5/10/16)

Activity College Application Awareness Week (Type(s): Career Preparation/Orientation; Dates: 11/2/15-11/6/15)

Strategy Course & Assessment Alignment

Activity Real-world Questioning (Type(s): Career Preparation/Orientation, Direct Instruction; Dates: 8/18/15-2/26/16)

Activity Curriculum Maps (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity Lesson Plans (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity Advisory Committees (Type(s): Policy and Process; Dates: 7/1/15-6/30/16)

Activity CTE Curriculum Alignment (Type(s): Academic Support Program; Dates: 7/20/15-6/30/16)

Activity CTE Annual Conference (Type(s): Professional Learning; Dates: 7/19/15-7/22/15)

Activity CTE Equipment/Software (Type(s): Technology, Academic Support Program, Direct Instruction; Dates: 7/1/15-6/1/16)

Activity CTE Co-op Supervision (Type(s): Academic Support Program, Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Pathway Field Trips (Type(s): Field Trip; Dates: 7/1/15-6/30/16)

Strategy Targeted Interventions

Activity Data Analysis (Type(s): Academic Support Program; Dates: 8/11/15-6/30/16)

Activity Benchmark Evaluation (Type(s): Academic Support Program; Dates: 7/6/15-6/30/16)

Activity Student Interventions (Type(s): Academic Support Program; Dates: 7/6/15-6/17/16)

Activity 21st Century Colonels Tutoring (Type(s): Direct Instruction; Dates: 9/8/15-4/29/16)

Activity ACT Online Preparation with Edgenuity (Type(s): Technology; Dates: 8/24/15-2/26/16)

Goal Increase each Program Review area score by 0.1.

Objective demonstrate a proficiency in Arts and Humanities, PL/CS, Writing, World Language and Global Competencies program review

by 06/01/2016 as measured data recorded in the ASSIST tool.

Strategy Program Review

Activity Internal Program Review (Type(s): Academic Support Program; Dates: 7/6/15-6/1/16)

Activity Program Review Submissions (Type(s): Technology; Dates: 7/6/15-6/1/16)

Goal Increase the percentage of students who are college and career ready from 62.8% to 67.6% in 2016

Objective collaborate to demonstrate college and career readiness from 35.8% to 67.6% by 06/01/2016 as measured by the school report card delivery targets.

Strategy Academic and Career Advising

Activity Operation Preparation (Type(s): Career Preparation/Orientation; Dates: 2/1/16-3/1/16)

Activity Update Industry Certifications (Type(s): Career Preparation/Orientation; Dates: 7/1/15-6/30/16)

Activity College Awareness (Type(s): Career Preparation/Orientation; Dates: 3/1/16-3/31/16)

Activity Career Exploration Project (Type(s): Career Preparation/Orientation; Dates: 9/14/15-4/29/16)

Activity Advisor/Advisee Program (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity AmeriCorp College Coach (Type(s): Career Preparation/Orientation; Dates: 9/14/15-5/10/16)

Activity College Application Awareness Week (Type(s): Career Preparation/Orientation; Dates: 11/2/15-11/6/15)

Strategy Course & Assessment Alignment

Activity Real-world Questioning (Type(s): Career Preparation/Orientation, Direct Instruction; Dates: 8/18/15-2/26/16)

Activity Curriculum Maps (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity Lesson Plans (Type(s): Academic Support Program; Dates: 8/17/15-5/10/16)

Activity Advisory Committees (Type(s): Policy and Process; Dates: 7/1/15-6/30/16)

Activity CTE Curriculum Alignment (Type(s): Academic Support Program; Dates: 7/20/15-6/30/16)

Activity CTE Annual Conference (Type(s): Professional Learning; Dates: 7/19/15-7/22/15)

Activity CTE Equipment/Software (Type(s): Technology, Direct Instruction, Academic Support Program; Dates: 7/1/15-6/1/16)

Activity CTE Co-op Supervision (Type(s): Academic Support Program, Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Pathway Field Trips (Type(s): Field Trip; Dates: 7/1/15-6/30/16)

Strategy Targeted Interventions

Activity Data Analysis (Type(s): Academic Support Program; Dates: 8/11/15-6/30/16)

Activity Benchmark Evaluation (Type(s): Academic Support Program; Dates: 7/6/15-6/30/16)

Activity Student Interventions (Type(s): Academic Support Program; Dates: 7/6/15-6/17/16)

Activity 21st Century Colonels Tutoring (Type(s): Direct Instruction; Dates: 9/8/15-4/29/16)

Activity ACT Online Preparation with Edgenuity (Type(s): Technology; Dates: 8/24/15-2/26/16)

Goal Increase the average combined reading and math proficiency ratings from 38.7% to 68.4% in 2019

Objective collaborate to increase the average combined reading and math proficiency ratings for all students from 38.7% to 49.4% by 06/01/2016 as measured by the school report card delivery targets.

Strategy Increase Proficiency in Math & Reading

Activity Name & Claim (Type(s): Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction; Dates: 10/28/15-12/18/15)

Activity Instructional Best Practices (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Assessment Review (Type(s): Academic Support Program, Professional Learning, Direct Instruction; Dates: 8/10/15-5/10/16)

Activity Freshmen Carnegie Math Curriculum (Type(s): Direct Instruction; Dates: 8/11/15-5/10/16)

Activity Algebra II EOC Prep & Quality Core (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Freshmen Cognitive Tutor Student Reports (Type(s): Tutoring; Dates: 8/17/15-5/10/16)

Activity Matrix Unit (Type(s): Direct Instruction; Dates: 1/4/16-3/18/16)

Activity MAP Math (Type(s): Academic Support Program; Dates: 8/24/15-4/1/16)

Activity MAP English (Type(s): Academic Support Program; Dates: 8/24/15-4/22/16)

Activity Skills Tutor & Study Island (Type(s): Academic Support Program, Direct Instruction; Dates: 8/24/15-5/10/16)

Activity On-Demand Writing (Type(s): Direct Instruction; Dates: 8/17/15-4/22/16)

Activity School Writing Plan (Type(s): Policy and Process; Dates: 8/17/15-4/22/16)

Goal The percentage of students scoring novice in reading will decrease by 50% by 2020.

Objective collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the school report card.

Strategy Novice Reading Reduction

Activity Supplemental Resources (Type(s): Tutoring, Academic Support Program, Technology, Direct Instruction; Dates: 8/24/15-5/10/16)

Activity Curriculum Alignment (Type(s): Academic Support Program, Policy and Process, Direct Instruction; Dates: 8/11/15-8/31/15)

Activity Common Assessment Analysis (Type(s): Academic Support Program; Dates: 8/11/15-5/10/16)

Activity Data Disaggregation (Type(s): Academic Support Program, Professional Learning; Dates: 10/1/15-11/27/15)

Activity School Culture (Type(s): Other - Culture of Learning; Dates: 8/11/15-6/30/16)

Activity Team Collaboration (Type(s): Academic Support Program; Dates: 8/11/15-5/10/16)

Activity Engagement & Feedback (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Support Network (Type(s): Academic Support Program; Dates: 7/1/15-6/30/16)

Activity LDC (Type(s): Professional Learning; Dates: 7/6/15-6/30/16)

Goal The percentage of students scoring novice in math will decrease by 50% by 2020.

Objective collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the school report card.

Strategy Novice Math Reduction

Activity Math Plan of Action (Type(s): Academic Support Program, Policy and Process, Direct Instruction; Dates: 8/11/15-5/10/16)

Activity Curriculum Alignment & Course Assignment (Type(s): Academic Support Program, Policy and Process, Direct Instruction; Dates: 7/6/15-6/30/16)

Activity Common Assessment Analysis (Type(s): Academic Support Program; Dates: 8/11/15-5/10/16)

Activity Data Disaggregation (Type(s): Academic Support Program, Professional Learning; Dates: 10/1/15-11/27/15)

Activity School Culture (Type(s): Other - Culture of Learning; Dates: 8/11/15-7/30/16)

Activity Team Collaboration (Type(s): Academic Support Program; Dates: 8/11/15-5/10/16)

Activity Engagement & Feedback (Type(s): Direct Instruction; Dates: 8/17/15-5/10/16)

Activity Support Network (Type(s): Academic Support Program; Dates: 7/1/15-6/30/16)

Activity MDC (Type(s): Professional Learning; Dates: 7/6/15-6/30/16)