



# **Comprehensive School Improvement Plan**

Whitley County High School  
Whitley County

350 Boulevard Of Champions  
Williamsburg, KY 40769

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## **Introduction**

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		15-16 school equity diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

Given that over 92% of our faculty has four or more years of experience and over 83% of our faculty hold advanced degrees, our students spend the vast majority of their day with effective educators. Also, our administrative team is comprised of leaders all of which have more than 4 years of administrative experience.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

Barriers include:

- high poverty rate
- lack of effective, focused training/professional learning regarding the needs of students of low socio-economic status
- decreased funding for professional development.

Root causes include:

- professional learning is not aligned with educator need (learning for students of high poverty)
- inconsistent mentoring opportunities
- district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty.



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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.  ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	Our working conditions are all above 93 % or higher and we want to continue that trend. Our 7% turnover rate is due to teacher retirement and those have been replaced with KTIP or consolidated for our KTIP percentage of 3. Overall this data shows that teachers feel they have a favorable working environment.	15-16 WCHS Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.**

**If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.**

**OR**

**The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.**

**The school may choose to provide an optional narrative response to include any additional information, but this is not required.**

## Goal 1:

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 06/30/2017 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	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals

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## Goal 2:

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 06/30/2017 as measured by the School Report Card.

### Strategy1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Principals, District Administration, SBDM Council

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$0 - No Funding Required	District CAO and Principals

## Goal 3:

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 06/30/2017 as measured by the School Report Card.

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## Strategy1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/01/2017	\$0 - No Funding Required	District CAO and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/01/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/01/2017	\$0 - No Funding Required	Principals

# **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

Angela Wilson, Gear Up Academic Specialist

PLC Leaders:

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS and PLCS Program Review

Wayne Hensley - Visual & Performing Arts and Visual & Performing Arts Program Review

Amy Hess - English/Language Arts and English II

Jarred Earnest - Science and Chemistry and Biology

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

Krysti Conlin - College & Career Readiness and Writing Program Review

Site-Based Decision Making Council:

Bob Lawson, Principal

Matt Anderson, Teacher

Amy Hess, Teacher

David Halcomb, Teacher

Melissa Lawson, Parent Representative

Kim Bennett, Parent Representative

Renee Lawson, WCHS PTO

Whitley County High School Faculty

District Support Staff:

Paula Rickett, Chief Academic Officer

Heather Stewart, Instructional Coach

Kim Creekmore, Professional Development Coordinator & Instructional Coach

Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach

Laurel Bowlin, Instructional Coach

## 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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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



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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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 Blackboard Connect alerts, individual teacher webpages, our counselors' webpage, our district's homepage and items copied and sent home with students via Advisor/Advisee. 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, assessment data, extra-curricular opportunities and events on both a formal and informal basis.

Furthermore, we hold parent-teacher conferences once per fall and spring semester. We encourage participation at parent-teacher conferences by providing supper and refreshments to all who attend as well as spotlighting some of our talented students by way of live performances. 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 to name a few.

Additionally, 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 see daily. We hold numerous stakeholder meetings (such as monthly SBDM Council meetings, weekly PLC Team meetings, PTO meetings, FRYSC & CTE Advisory Councils, various booster and 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 as found in our online student handbook. 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 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 student-created media programs tout upcoming activities and student successes, and classroom newsletters and/or classroom webpages share assignment deadlines and upcoming assessments. Informational bulletin boards and promotional flyers are posted throughout the school in hallways, the cafeteria, and in individual classrooms that announce and advertise upcoming important events and deadlines. In many facets through numerous and varied outlets, we strive to continue strong community partnerships, and provide for student advocacy.

Improvement Areas: Relationship Building, Communications, Decision Making, and Learning Opportunities

Currently our teachers collect student needs data via assessments, informal observations, and classroom conversations. 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. We will engage parents by Blackboard Connect alerts inviting/reminding them about upcoming events and via the digital marquee on the main highway. Making parents/guardians feel welcome to special events and extra curricular activities is vitally important.

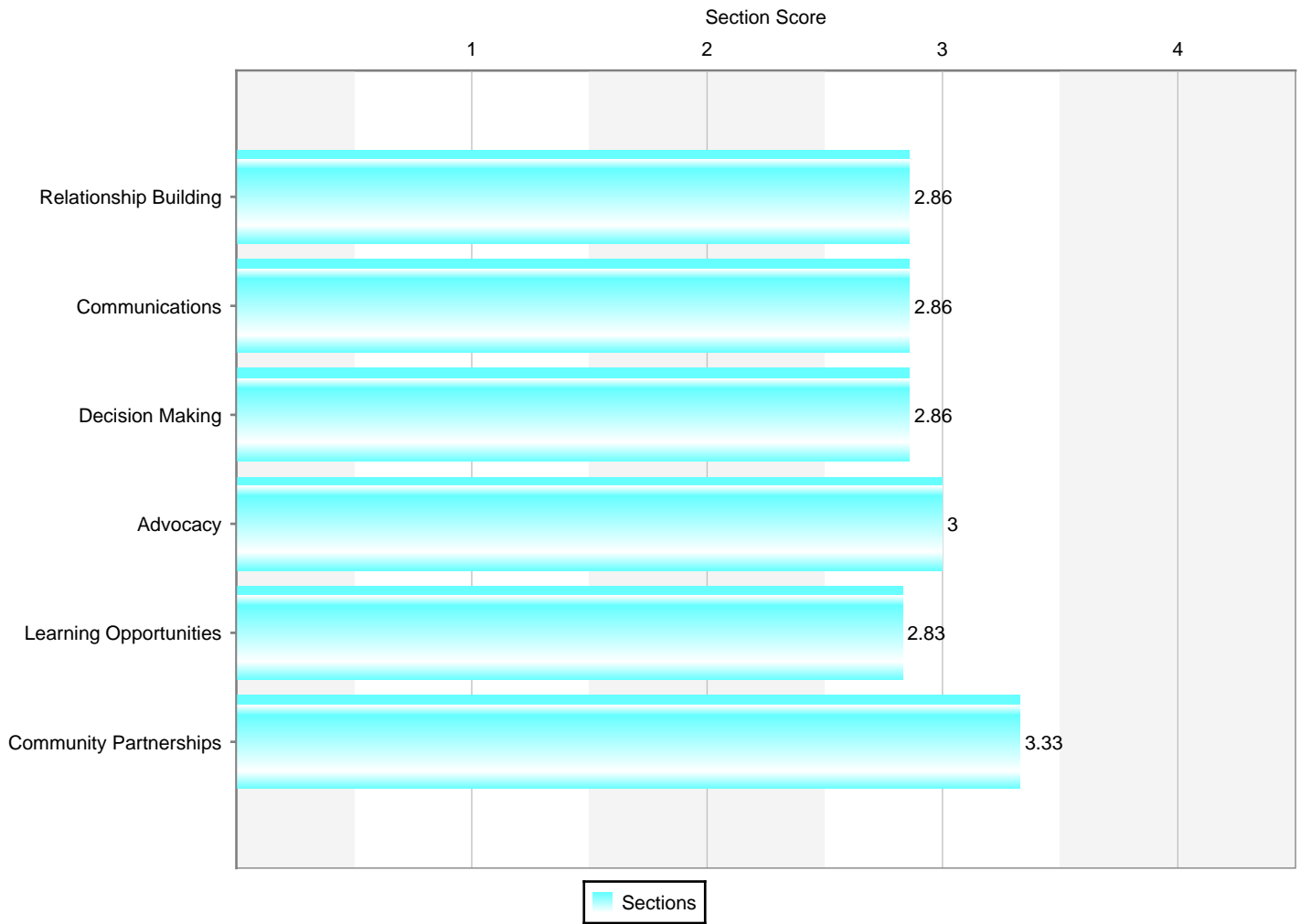
Occasionally, administrative staff informally or casually asks for feedback on our school's efforts to welcome and engage parents without regular data collection. To address this concern, we will invite feedback from parents through a message on progress reports, grade cards, and one-call alerts. Presently, 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 an overall representative voice for 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, and 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 2017 to 2020. Recent assessment results, school assessment data which includes MAP, Study Island, and Carnegie Math reports, and the school report card were the primary sources of data. We also used the Tell Survey and the Val Ed Survey. 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 trimester. We have revised our master schedule from two semesters to three trimesters. By doing so, we have enabled our students to earn more credits each year, as well as, have more varied class options.

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, Businesses, 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 goals and plans 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, along with District Support Staff and the Board of Education.

**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 Freshmen Academy

Rachele Rice, Asst. Principal

Al Ysidro, Asst. Principal

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Britney Faulkner, Counselor

Kevin Lowrie, Counselor

Linda Reynolds, Counselor

Margie Centers, FRYSC Director & Advisory Council

Angela Wilson, Gear Up Academic Specialist

PLC Leaders:

Daryl Bowman - Special Education

Derrick Lowrie - Social Studies & US History

Angie Douglas - PLCS and PLCS Program Review

Wayne Hensley - Visual & Performing Arts and Visual & Performing Arts Program Review

Amy Hess - English/Language Arts and English II

Jarred Earnest - Science and Chemistry and Biology

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

Krysti Conlin - College & Career Readiness and Writing Program Review

Site-Based Decision Making Council:

Bob Lawson, Principal

Matt Anderson, Teacher

Amy Hess, Teacher

David Halcomb, Teacher

Melissa Lawson, Parent Representative

Kim Bennett, Parent Representative

Renee Lawson, WCHS PTO

Whitley County High School Faculty

District Support Staff:

Paula Rickett, Chief Academic Officer

Heather Stewart, Instructional Coach

Kim Creekmore, Professional Development Coordinator & Instructional Coach

Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach

Laurel Bowlin, Instructional Coach

**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

Annual Board Presentation held in December

Monthly FRYSC Advisory Council meetings

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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

Content Specific Team 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.

# **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?**

The questions that we are trying to answer with the data and information provided include:

- \*In what subject areas are we performing well?
- \*What are our areas of strength?
- \*What are our areas of needed improvement?
- \*Where are our gaps? In what subgroups do they exist?
- \*What program review areas need support?
- \*What percent of our students are ready for college and/or careers?
- \*What percent of our students are graduating within 4 years? 5 years?

The data gathering and data disaggregation process was conducted by PLC team leaders and content 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, the KY Tell Survey and the Val Ed 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 2015-2016 CSIP, our goals were as follows with brief narration regarding goal attainment:

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

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

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

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.

Goal 5: Maintain 100% participation in TELL Survey to guide administrative decisions which impact student achievement and teacher retention.

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

Goal 7: Increase the average combined reading and math proficiency ratings from 38.7% to 68.4% in 2019.

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

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

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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

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 2016 College and Career Ready accountability with bonus points was 85.9 while the state scored 81.9.

According to the school report card, our 2016 Five-Year Adjusted Cohort Graduation Rate was 95.5% while the state's was 89.7%. In addition, 92.6% of male students graduated exceeding the state's delivery target of 86.3. While 95.7% of female students graduated thus not meeting the delivery target of 96.5. Furthermore, 83.3% of students with a disability graduated exceeding our delivery target of 82.7. 92.4% of our Gap students graduated meeting our delivery target of 92.3.

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

## Comprehensive School Improvement Plan

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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 free & reduced lunch, 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. In an effort to address the student need for more class options/student choice, we will implement trimester scheduling. This will allow for students to earn more credits each school year and have an increased choice in the courses offered. 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?**

Our in-house analysis revealed these strengths. . .

Currently we are a Distinguished High School scoring 76.7 overall for the 2015-2016 Unbridled Learning: College and Career Readiness for All assessment model.

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

\*\*\* We met our Participation Rate Goal and our Graduation Rate Goal.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that in 2015-2016 we had 128 student who participated in KOSSA assessments and 91 of them earned KOSSA certificates, which is a passing rate of 71.09%.

Individual pathway results are as follows:

8 students took the Administrative Support KOSSA, 7 received certificates (88% passing rate);

26 students took the Ag Power Structures KOSSA, 19 received certificates (73% passing rate);

7 students took the Web Development and Administration KOSSA, 6 received certificates (86% passing rate);

24 students took the Culinary & Food Services KOSSA, 16 received certificates (67% passing rate);

15 students took the Environmental Science KOSSA, 12 received certificates (80% passing rate);

17 students took the Horticulture KOSSA, 10 received certificates (59% passing rate);

31 students took the Marketing KOSSA, 21 received certificates (68% passing rate).

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.

Our program review scores continue to be excellent: Visual & Performing Arts scores 9.1 (Proficient), Practical Living/Career Studies scored 9.5 (Proficient), Writing scored 8.2 (Proficient), Global Competencies/World Languages scored 8.0 (Proficient) for a total of 34.8 points. Our accountability points were 23 out of 23.

Celebration Points/Unbridled Learning assessment comparisons from 2014-2015 to 2015-2016 reveal the following increases:

-reading EOC scores improved from 59.8 to 62.3

-math EOC scores improved from 46.5 to 50.9

-science EOC scores improved from 51.0 to 54.6

-overall growth increased from 52.9 to 54.3

-student growth percentile in math increased from 48.0 to 53.7

-student growth percentile in combined reading and math increased from 52.9 to 54.3

-overall gap increased from 42.7 to 51.1

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- non-duplicated gap percentile in reading increased from 48.6 to 52.6
- non-duplicated gap percentile in reading of 52.6 is +8.4 above the state percentile of 44.2
- non-duplicated gap percentile in math increased from 19.8 to 24.1
- non-duplicated gap percentile in science increased from 24.3 to 26.0
- non-duplicated gap percentile in social studies of 51.4 is +3.6 above the state percentile of 47.8
- non-duplicated gap percentile in writing of 47.9 is +15.5 above the state percentile of 32.4
- non-duplicated gap percentile in language mechanics of 50.0 is +8.9 above the state percentile of 41.1
- overall CCR increased from 77.0 to 85.9
- CCR percent meeting benchmark for all students increased from 77 to 85.9
- CCR percent meeting benchmark for white students increased from 76.8 to 85.6
- CCR percent meeting benchmark for students with disability increased from 69.6 to 80.0
- CCR percent meeting benchmark for free/reduced lunch students increased from 70.2 to 79.1
- graduation rates for male students increased from 95.3 to 97.3
- graduation rates for free/reduced lunch students increased from 95.2 to 95.6
- reading scores improved overall from 59.8 to 62.3
- reading scores for students scoring distinguished increased from 11.3 to 13.3
- reading scores for students scoring proficient increased from 42.2 to 43.5
- reading scores for students scoring apprentice decreased from 12.5 to 11.0
- reading scores for students scoring novice decreased from 34.0 to 32.1
- English met ACT benchmark
- math achievement increased from 46.5 to 50.9
- math increased the percentage of females meeting benchmark from 19.0 to 24.6
- math decreased the percentage of students scoring novice on the algebra II EOC from 30.1 to 27.8
- math scores for students scoring distinguished increased from 2.3 to 6.3
- math scores for students scoring proficient increased from 21.5 to 24.8
- math scores for students scoring apprentice decreased from 45.4 to 39.6
- math scores for students scoring novice decreased from 30.8 to 29.3
- science achievement increased from 51.0 to 54.6
- science scores for students scoring distinguished increased from 2.4 to 5.9
- science scores for students scoring proficient increased from 24.4 to 25.7
- science scores for students scoring apprentice decreased from 48.4 to 45.9
- science scores for students scoring novice decreased from 24.8 to 22.5
- language mechanics scores for students scoring proficient increased from 27.1 to 33
- writing NAPD for our school of 75.0 is +8.8 above the state NAPD of 66.2
- writing NAPD earned 4.9 bonus points
- 10th and 11th grade writing percent of students scoring proficient/distinguished is 51.6 which is +8.1 above the state average of 43.5
- our English II EOC percent of students scoring proficient/distinguished of 57.8 which is +1.3 above the state average of 56.5
- our gap points earned for our school of 51.0 which is +15.1 above the state points of 35.9.
- our CCR points with bonus of 85.9 which is +4 above the state points with bonus of 81.9.
- percentage of novice reduction target met: Overall 61.3, Reading 47.6, Math 75
- our drop-out rate of 1.2% is lower than the state by 0.3%
- our graduation rate of 95.5 is +5.8 above the state's at 89.7.
- science Increased scores of Proficient and Distinguished:
- science cores in the Proficient category increased from 24.4 in 2015 to 25.7 in 2016.

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- science scores in the Distinguished category increased from 2.4 in 2015 to 5.9 in 2016.
- science lowered scores of Novice and Apprentice
- science scores in the Novice category decreased from 24.8 in 2015 to 22.5 in 2016.
- science scores in the Apprentice category decreased from 48.4 in 2015 to 45.9 in 2016.

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.

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. This year, we are part of the Gear Up Program which helps students prepare for college and career readiness. 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

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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.

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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?**

Our data review revealed the following opportunities for improvement:

- A large percentage of students are scoring below proficiency in English II (43.9%), Algebra II (69.7%), biology (69.1%), U.S. History (45.9%), and writing (48.2%).
- The percentage of novice in these areas is also alarming as results show 33.1% in English II, 30.3% in Algebra II, 23.9% in U.S. History, and 22.3% in biology.
- A large percentage on non-duplicated gap students are scoring novice in English (37.0%), Algebra II (33.1%), biology (27.6%), U.S. History (25.4%) and writing (24.2%).
- A large percentage of non-duplicated gap students are scoring apprentice in Algebra II (43.4%) and biology (47.1%).
- Our percentage of students making typical or higher annual growth fell below the state average in English (-3.4%), Algebra II (-3.3%), and the combined average (-3.3%).
- The high school received only 31.9 points in the novice reduction category with 34.7 points in reading and 28.9 points in math.
- The lowest amounts of points in both reading and math were from the sub-category of students with disabilities.
- Although progress was made with our students with disabilities in reading, we missed our AMO goal of .5 in Learners and we remain classified as a Focus School.
- According to recent ACT data, our students category scores are below the state in English (-1.0), Math (-1.6), reading (-0.8), and science (-0.8).
- Our overall composite score is 1.0 below the state score.
- The percentage of students meeting the Kentucky Council on Postsecondary Education (CPE) college readiness benchmarks falls below the state in English (-4.5%), math (-14.8%), and reading (-3.0%).
- The percentage of students scoring 3-5 on the Advanced Placement tests falls below the state by 8.6%.
- Our high school decreased their total score by 3.6; the weighted score dropped in achievement (-0.6), gap (-1.3), and graduation rate (-0.1).
- The weighted score increased in growth by 0.2 and college and career readiness by 1.4.
- Overall our achievement score decreased from 63.3 to 61.8.
- Our graduation rate decreased from 96.5 to 95.5.
- Our writing achievement decreased from 80.4 to 75.0 (-5.4).
- Our student gap percentile in writing decreased from 55.6 to 47.9 (-7.7).
- Our language mechanics NAPD decreased from 69.9 to 67.4 (-2.5).
- Our student gap percentile in social studies decreased from 66.1 to 51.4 (-14.7).
- We are below the state average in all ACT areas and all areas of the ACT decreased.

Our math team will implement the following strategies and activities:

- common assessments
- offer immediate rewards
- motivate
- practice in real world situations
- mock ACT school wide

-11th grade get situational practice and not just academic review of concepts/strategies

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- 9th grade - bring in counselors to inform them about expectations, consequences, alternatives, etc.,
- bragging rights, know expectations, less stress in real test, better scores
- seniors earn "senior incentives" for high scores/meeting or exceeding benchmarks
- practice in fun situations: all night lock in, flex opportunities for staff, add academic activities
- consider different trimester course offerings
- Fast Five in class
- Incorporate ACT Boot Camp strategies
- Use "50 Top Tools and Skills" by Brian Leaf
- Edgenuity ACT for 9th graders
- Speed Drills
- ACT bell-ringers

Our English team noted the following areas for improvement:

- Writing and Language Mechanics scored dropped.

Our English team will incorporate the following strategies/activities to improve:

- To improve the writing and language arts scores, work on various on-demand writing formats (i.e. blogs, editorials, speeches)
- Focus on writing and language mechanics skills
- Provide samples of proficient and distinguished work and model this type of writing
- Increase lab time and the use of Study Island, No Red Ink, NEWSELA
- Off site professional development in specific topics requested
- ACT workshops
- EOC practice
- Sharing of valuable instructional resources
- Utilizing new and effective programs and instruction
- Intensify instruction in the improvement areas identified through MAP data analysis
- Improve reading skills (kids who read well, are more successful overall in school)
- If a student is struggling, individualize instruction, reteach concepts to target trouble skills, provide peer/teacher conferencing and remedial activities, refer to after school homework help
- There is a need for grammar books and grammar practice materials
- Feedback provided to students on pre and post-assessments
- Timed and close readings/annotations for practice of various forms/types of literature
- Continue to work together in our PLC Team in order to develop strategies to address gaps and weaknesses
- Valuing academics above all
- Maintain positive relationships among faculty/staff, students and administration

Our science department identified the following areas of improvement:

- EOC - An increase in our NAPD overall science score from 2015 to 2016 by difference of 3.6 points ( $54.6 - 51.0 = 3.6$ )
- An increase in our non-duplicated Gap group in the NAPD calculation - from 24.3 in 2015 to 26.0 in 2016.

To maintain or increase achievement, the science teams will implement:

- EOC - more emphasis will be placed on targeting suspected weak areas from past scores and observed content that students have struggled with in the past.
- Being even more intentional in following the set schedule/pacing guide for content to be learned.

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ACT - Intentionality in following the set pacing guide of learning strategies, practice passages, practice tests, and consistent review.

- Being willing to recognize the need to adapt and alter the plan as the year progresses.

Physical Science - Developing content pacing guides to implement flow for student understanding and to lay the ground work for later learning for EOC and ACT successes.

Our social studies achievement decreased from 80.3 to 67.4 (-12.9). As a result, the Social Studies Team set the following goals:

- decrease % of students scoring novice from 20.7% to 15%
- increase % of students scoring apprentice from 23.9% to 25%
- increase % of students scoring proficient from 43.2% to 45%
- increase % of students scoring distinguished from 12.2 to 15%

To achieve these goals, the Social Studies Team will implement the following:

- common planning, pacing, assessment
- GradeCam analysis on unit tests
- use GradeCam data to identify areas that need to be retaught
- use of textbook, Power Points, Internet as evidence on student revisions of tests
- use of student contracts for failing students to encourage morning/afterschool tutoring
- public celebration/attention of students who score their "all-time best" on unit tests (visible learning strategies)

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.

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

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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:

Goal 1: Increase each Program Review area score by 0.1.

Goal 2: Increase the percentage of students who are college and career ready from 68.5% to 71.6% in 2017.

Goal 3: Maintain 100% participation in TELL Survey to guide administrative decisions which impact student achievement and teacher retention.

Goal 4: Increase the graduation rate from 94% to 95.7% in 2020.

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 66.1% in 2019.

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

Goal 7: Increase the average combined reading and math proficiency ratings for all students from 44% to 68.4% in 2019.

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

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

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, free and reduced lunch students, 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.

# **2016-2017 Goals and Plans**

## **Overview**

### **Plan Name**

2016-2017 Goals and Plans

### **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 each Program Review area score by 0.1.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Increase the percentage of students who are college and career ready from 68.5% to 71.6% in 2017	Objectives: 1 Strategies: 3 Activities: 23	Organizational	\$194700
3	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
4	Increase the graduation rate from 94% to 95.7% in 2020.	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$30000
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% to 66.1% in 2019.	Objectives: 1 Strategies: 5 Activities: 28	Organizational	\$62000
6	Maintain the percentage of highly-qualified teachers and paraeducators at 100%.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$0
7	Increase the average combined reading and math proficiency ratings for all students from 44% 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: 2 Activities: 12	Organizational	\$0
9	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 13	Organizational	\$0



## Goal 1: Increase each Program Review area score by 0.1.

**Measurable Objective 1:**

demonstrate a proficiency in Arts and Humanities, PL/CS, Writing and Global Competencies/World Language by 06/01/2017 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	08/01/2016	06/01/2017	\$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 using a triangular approach (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/01/2016	06/01/2017	\$0	No Funding Required	Evidence Managers
Activity - Program Review Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As changes are implemented in the program review process (i.e. rubric changes, data in the assist tool, audit process, evidence submission process), teachers will be provided the information via professional development/flex opportunities.	Policy and Process	08/01/2016	06/30/2017	\$0	No Funding Required	Administrators, Program Review Evidence Managers, District Curriculum Coaches

## Goal 2: Increase the percentage of students who are college and career ready from 68.5% to 71.6% in 2017

### Measurable Objective 1:

collaborate to demonstrate college and career readiness from 68.5% to 71.6% by 06/30/2017 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
Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	03/01/2017	03/31/2017	\$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	07/01/2016	06/30/2017	\$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	03/01/2017	03/31/2017	\$0	No Funding Required	Counselors, AmeriCorps College 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	09/01/2016	04/28/2017	\$0	No Funding Required	English and CTE Teachers

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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 grade reports, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Counselors, A&A Teachers
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	09/15/2016	05/31/2017	\$0	No Funding Required	AmeriCorp College Coach, Counselors and Principal
Activity - College Application Awareness Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	11/01/2016	11/07/2016	\$0	No Funding Required	Counselors, AmeriCorp College Coach, and Teachers
Activity - Gear Up & Link Crew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear Up program will provide our freshman students with opportunities to explore various careers and colleges while Link Crew will provide mentoring of freshmen and sophomore students with junior and senior mentors.	Extra Curricular, Community Engagement, Behavioral Support Program, Academic Support Program	07/01/2016	06/30/2017	\$5000	Grant Funds	Gear Up Academic Specialist and Link Crew Coordinator

### Strategy 2:

Course & Assessment Alignment - Teachers, Advisory Committee Members, and Principals will review Kentucky Academic 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

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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.	Direct Instruction, Career Preparation/Orientation	08/01/2016	03/31/2017	\$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 Kentucky Academic Standards.	Academic Support Program	08/01/2016	05/31/2017	\$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 Kentucky Academic Standards and career and technical standards in lesson plans.	Academic Support Program	08/01/2016	05/31/2017	\$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	07/01/2016	06/30/2017	\$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
CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Kentucky Academic Standards.	Academic Support Program	07/18/2016	05/31/2017	\$0	No Funding Required	CTE Teachers
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	06/19/2016	06/22/2016	\$8700	Perkins	CTE Coordinator, CTE Teachers
Activity - CTE Equipment/Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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).	Direct Instruction, Technology, Academic Support Program	07/01/2016	06/30/2017	\$32000	Perkins	CTE Coordinator, CTE Teachers, WCBOE Finance Department
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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.	Direct Instruction, Academic Support Program	08/01/2016	05/31/2017	\$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	07/01/2016	06/01/2017	\$3500	Perkins	CTE Coordinator, CTE Teachers

Activity - Task Force Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When the opportunities arise, teachers will be encouraged to participate in state-level development and revision of programs of study, course alignment, pathway development, and standards revision.	Policy and Process, Professional Learning, Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	Administrators

### 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 Formative Item Pool

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/01/2016	06/01/2017	\$0	No Funding Required	PLC Team Leaders and Curriculum Coordinator

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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	07/01/2016	06/01/2017	\$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	07/01/2016	06/01/2017	\$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 before and after school programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, and various other enrichment options).	Direct Instruction	08/31/2016	04/03/2017	\$100000	Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All junior level English, math and science classes will complete ACT online preparation (Study Island, Edgenuity).	Technology	08/01/2016	02/28/2017	\$40000	Other	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders

### Goal 3: 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 06/30/2017 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	07/01/2016	06/30/2017	\$0	No Funding Required	Principals

### Goal 4: Increase the graduation rate from 94% to 95.7% in 2020.

**Measurable Objective 1:**

collaborate to increase the graduation rate from 94% to 94.4% by 06/30/2017 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
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## Comprehensive School Improvement Plan

Whitley County High School

Provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Career Preparation/Orientation	03/01/2017	07/01/2017	\$0	No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal
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### 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	04/01/2017	07/01/2017	\$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	07/01/2016	06/01/2017	\$0	No Funding Required	FRYSC Coordinator

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	08/01/2016	05/31/2017	\$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
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## Comprehensive School Improvement Plan

Whitley County High School

Guide all 9th grade students to a career pathway based on their ILP.	Academic Support Program	01/02/2017	07/31/2017	\$0	No Funding Required	Freshman Academy Principal and Counselors
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### 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 a high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/01/2016	05/31/2017	\$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	08/15/2016	05/15/2017	\$30000	Other	Counselors

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from the Persistence to Graduation Tool available in Infinite Campus will be used: for data analysis and root cause analysis, to determine appropriate supports and interventions for students who may be off-track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state, and national levels.	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Administrators

## Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.4% 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 38.4% to 52.5% by 06/30/2017 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.

**Comprehensive School Improvement Plan**

Whitley County High School

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 non-duplicated gap student achievement relative to state assessment data.	Academic Support Program	08/01/2016	06/30/2017	\$0	No Funding Required	Teachers, Curriculum Coordinator

Activity - Non-Cognitive Data Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify non-cognitive data such as attendance, behavior, and retention through collaboration and monitoring of non-duplicated gap students to provide at-risk students with appropriate interventions.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	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	08/01/2016	05/01/2017	\$0	No Funding Required	Principals

Activity - Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, students will participate in curriculum 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 to enhance their knowledge and application of curriculum taught.	Academic Support Program	08/01/2016	05/01/2017	\$0	No Funding Required	Classroom Teachers

Activity - 12 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 twelve weeks to PLC leader.	Academic Support Program	10/01/2016	05/31/2017	\$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: Study Island, Cognitive Tutor, MAP, KYOTE

Activity - Freshman Carnegie Cognitive Tutor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Whitley County High School

Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	05/31/2017	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
<b>Activity - Algebra II EOC Prep &amp; Formative Item Pool</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
<b>Activity - Freshman Cognitive Tutor Student Reports</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified improvement areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	05/31/2017	\$0	No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
<b>Activity - MAP Math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Algebra I, Geometry, and Algebra II teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/01/2017	\$0	No Funding Required	Math PLC Team Leader
<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Study Island software will be used to reinforce basic math skills.	Technology	08/01/2016	04/28/2017	\$6000	Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

# Comprehensive School Improvement Plan

Whitley County High School

Activity - CCR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	Direct Instruction, Academic Support Program	07/01/2016	05/26/2017	\$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	12/01/2016	04/28/2017	\$0	No Funding Required	Math PLC Team Leader, Curriculum Coordinator, 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.	Direct Instruction, Tutoring, Academic Support Program	11/01/2016	02/28/2017	\$31000	Other, Grant Funds	Credit Recovery Counselor, Junior Math Teachers
Activity - TI - Nspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math students will be trained on the proper use of the TI-Nspire calculators.	Direct Instruction	08/01/2016	05/31/2017	\$10000	Grant Funds	Math Teachers
Activity - Study Skills Math Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	06/01/2017	\$0	No Funding Required	Administrators & Counselors

### 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, Formative Item Pool, FLRT Program

Activity - MAP English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Comprehensive School Improvement Plan

Whitley County High School

Freshman and sophomore English teachers will utilize MAP reports to identify student improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0	No Funding Required	English PLC Leaders, Curriculum Coordinator
<b>Activity - Study Island - English</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Study Island software will be used to reinforce English skills.	Technology	08/01/2016	05/01/2017	\$6000	Other	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
<b>Activity - On-Demand Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic curriculum pacing guide 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.	Direct Instruction	08/01/2016	04/28/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
<b>Activity - School Writing Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/01/2016	04/28/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
<b>Activity - ACT Prep - English</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All English III classes will begin each day with an ACT review question, D.O.L., or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2016	02/28/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
<b>Activity - English II EOC Preparation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All English II teachers will utilize Formative Item Pool resource to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2016	04/28/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

## Comprehensive School Improvement Plan

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Activity - Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will review data to identify students who are at risk of not meeting benchmarks and will 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	08/01/2016	04/28/2017	\$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: Study Island, Formative Item Pool, EOC Prep Books

Activity - Biology EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Biology teachers will use Formative Item Pool materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/01/2016	04/28/2017	\$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
All chemistry courses will begin each day with ACT review question, Cranium Cranker, or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/01/2016	04/28/2017	\$0	No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers

Activity - Study Island - Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island software will be used to reinforce science skills.	Technology	08/01/2016	05/01/2017	\$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.

# Comprehensive School Improvement Plan

Whitley County High School

Category: Continuous Improvement

Research Cited: Study Island, History Alive!, Formative Item Pool for US History

Activity - US History EOC Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Item Pool materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/01/2016	04/28/2017	\$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	08/01/2016	05/31/2017	\$2000	General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Activity - Common Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning, common pacing, common unit tests, common unit materials, common test revision/reteach opportunities will become standard practice in the social studies department.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

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

### Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/30/2017 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

# Comprehensive School Improvement Plan

Whitley County High School

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the proper training and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	District Office Staff, Principals and Peer Observers

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be provided mentoring throughout their first year and beyond.	Professional Learning	07/01/2016	06/01/2017	\$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	07/01/2016	09/30/2016	\$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 06/01/2017 as measured by the completion of observations/evaluations required by the teachers' cycles.

## Strategy 1:

Principal Responsibilities - Principal will be aware of the responsibilities regarding PGES and fulfill their responsibilities.

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	07/01/2016	06/01/2017	\$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	07/01/2016	06/01/2017	\$0	No Funding Required	Principals and Peer Observers

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



## Goal 7: Increase the average combined reading and math proficiency ratings for all students from 44% to 68.4% in 2019

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students from 44% to 55.7% by 06/30/2017 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 cusp 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."	Direct Instruction, Behavioral Support Program, Parent Involvement, Academic Support Program	10/01/2016	12/20/2016	\$0	No Funding Required	PLC Team Leaders, Core Content Team Members, 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	08/01/2016	05/01/2017	\$0	No Funding Required	Administrators
Activity - Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the year, teachers will provide in curriculum 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	08/01/2016	05/01/2017	\$0	No Funding Required	Administrators & PLC Team Leaders
Activity - Freshman Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Whitley County High School

Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	06/01/2017	\$0	No Funding Required	Algebra I Teachers
<b>Activity - Algebra II EOC Prep &amp; Formative Item Pool</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All Algebra II and Math 11 classes will use formative item pool materials as practice.	Direct Instruction	08/01/2016	06/01/2017	\$0	No Funding Required	Algebra II and Math 11 Teachers
<b>Activity - Freshman Cognitive Tutor Student Reports</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Math teachers will utilize the Cognitive Tutor student reports to identify weaknesses and this information will guide instructional decisions. Students will review their identified growth areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	06/01/2017	\$0	No Funding Required	Math PLC Team Leader, District Math Coach, Curriculum Coordinator
<b>Activity - MAP Math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Algebra I, geometry, and algebra II math teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	05/01/2017	\$0	No Funding Required	Math PLC Team Leader
<b>Activity - MAP English</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Freshman and sophomore English teachers will utilize MAP reports to identify student improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0	No Funding Required	English PLC Leaders, Curriculum Coordinator
<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Study Island software will be used to reinforce skills.	Direct Instruction, Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	All Core Content Teachers
<b>Activity - On-Demand Writing</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## Comprehensive School Improvement Plan

Whitley County High School

Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic pacing guide 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.	Direct Instruction	08/01/2016	05/01/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
<b>Activity - School Writing Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	08/01/2016	05/31/2017	\$0	No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
<b>Activity - Math Study Skills Class</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	Math Teacher, Counselors, and Administrators

## 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 06/30/2017 as measured by the School Report Card.

### 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

<b>Activity - Supplemental Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
English teachers will provide students with access to the following supplemental resources: NewsELA, Readworks, NoRedInk, Study Island, Practice ACT, Formative Item Pool, 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.	Direct Instruction, Tutoring, Technology, Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	PLC Team Leaders

# Comprehensive School Improvement Plan

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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will meet to review and align course curriculum with Kentucky Academic Standards to ensure curriculum checklists reflect the standards.	Direct Instruction, Policy and Process, Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	PLC Team Leaders
Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers of will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Core Content Teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English 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.	Professional Learning, Academic Support Program	10/01/2016	12/01/2016	\$0	No Funding Required	All Teachers and Administrators
Activity - School Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Moving Our Community Forward) 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	08/01/2016	06/01/2017	\$0	No Funding Required	Entire Faculty and Staff
Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers 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	08/01/2016	06/01/2017	\$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
English 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	08/01/2016	06/01/2017	\$0	No Funding Required	All Teachers

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Activity - Support Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will access the support network already in place for both academic and nonacademic factors (administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2016	06/01/2017	\$0	No Funding Required	All Teachers

### Strategy 2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, District Administration, SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	District CAO and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	No Funding Required	Principals, SBDM Council and District Administrators

## 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 06/30/2017 as measured by the School Report Card.

# Comprehensive School Improvement Plan

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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 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" assessments including EOC and ACT tests while adjusting the order of difficulty.	Direct Instruction, Policy and Process, Academic Support Program	08/01/2016	06/01/2017	\$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 math teachers will meet to review and align course curriculum with Kentucky Academic Standards to ensure curriculum checklists reflect the standards. Also, counselors will review assessment data to place students in the appropriate level math course.	Direct Instruction, Policy and Process, Academic Support Program	07/01/2016	06/01/2017	\$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
Math teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Core Content Teachers
Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 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.	Professional Learning, Academic Support Program	10/01/2016	12/01/2016	\$0	No Funding Required	All Teachers and Administrators

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Activity - School Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers 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	08/01/2016	06/01/2017	\$0	No Funding Required	Entire Faculty and Staff
Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers 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	08/01/2016	06/01/2017	\$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
Math 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	08/01/2016	06/01/2017	\$0	No Funding Required	All teachers
Activity - Support Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will access the support network already in place for both academic and nonacademic factors (administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2016	06/30/2017	\$0	No Funding Required	All Teachers
Activity - MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five math teachers will attend and participate in the Math Design Collaborative.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Math Teachers, District Math Coach

### Strategy 2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/01/2017	\$0	No Funding Required	Principals, District Administration and SBDM Council

**Comprehensive School Improvement Plan**

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Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/01/2017	\$0	No Funding Required	Principals
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/01/2017	\$0	No Funding Required	District CAO and Principals
Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/01/2017	\$0	No Funding Required	Principals, SBDM Council and District Administrators



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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).	Direct Instruction, Technology, Academic Support Program	07/01/2016	06/30/2017	\$32000	CTE Coordinator, CTE Teachers, WCBOE Finance Department
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	06/19/2016	06/22/2016	\$8700	CTE Coordinator, CTE Teachers
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	07/01/2016	06/01/2017	\$3500	CTE Coordinator, CTE Teachers
Update Industry Certifications	Review and update industry certification available to preparatory students.	Career Preparation/Orientation	07/01/2016	06/30/2017	\$2000	CTE Staff, Counselors
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.	Direct Instruction, Academic Support Program	08/01/2016	05/31/2017	\$2500	CTE Co-op Teachers
<b>Total</b>					<b>\$48700</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

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Team Collaboration	Math teachers 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	08/01/2016	06/01/2017	\$0	PLC Teams and SPED Teachers
Instructional Best Practices	Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/01/2016	05/01/2017	\$0	Administrators
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	08/01/2016	04/28/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
ACT Prep - English	All English III classes will begin each day with an ACT review question, D.O.L., or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2016	02/28/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
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	08/01/2016	06/01/2017	\$0	Evidence Manager, PLC Team Leaders, Curriculum Coordinator
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 using a triangular approach (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/01/2016	06/01/2017	\$0	Evidence Managers
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	04/01/2017	07/01/2017	\$0	Counselors, Principals, CTE Teachers
School Culture	English teachers will promote a growth mindset of continuous improvement which involves our four pillars (Lead by Example, Kids First, T.E.A.M., and Moving Our Community Forward) 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	08/01/2016	06/01/2017	\$0	Entire Faculty and Staff
Instructional Best Practices	Demonstrate the use of instructional best practices by all teachers. Principals will complete walk-throughs.	Direct Instruction	08/01/2016	05/01/2017	\$0	Principals
KYOTE	All CCR Math, Math Applications, and Algebra III classes will utilize results from the KYOTE test to drive their instruction.	Direct Instruction	12/01/2016	04/28/2017	\$0	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

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Persistence to Graduation Tool	Data from the Persistence to Graduation Tool available in Infinite Campus will be used: for data analysis and root cause analysis, to determine appropriate supports and interventions for students who may be off-track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state, and national levels.	Policy and Process	07/01/2016	06/30/2017	\$0	Administrators
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	11/01/2016	11/07/2016	\$0	Counselors, AmeriCorp College Coach, and Teachers
12 Weeks Checklists	Teachers of required courses will turn in checklists of curriculum taught each twelve weeks to PLC leader.	Academic Support Program	10/01/2016	05/31/2017	\$0	PLC Team Leaders & Curriculum Coordinator
Highly Qualified Report	Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/01/2017	\$0	Principals
Curriculum Review	Throughout the year, students will participate in curriculum 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 to enhance their knowledge and application of curriculum taught.	Academic Support Program	08/01/2016	05/01/2017	\$0	Classroom Teachers
Algebra II EOC Prep & Formative Item Pool	All Algebra II and Math 11 classes will use formative item pool materials as practice.	Direct Instruction	08/01/2016	06/01/2017	\$0	Algebra II and Math 11 Teachers
Curriculum Alignment & Course Assignment	All math teachers will meet to review and align course curriculum with Kentucky Academic Standards to ensure curriculum checklists reflect the standards. Also, counselors will review assessment data to place students in the appropriate level math course.	Direct Instruction, Policy and Process, Academic Support Program	07/01/2016	06/01/2017	\$0	All teachers, administration team and counselors
Math Plan of Action	Math teachers will allow students to correct 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" assessments including EOC and ACT tests while adjusting the order of difficulty.	Direct Instruction, Policy and Process, Academic Support Program	08/01/2016	06/01/2017	\$0	Math Teachers
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/01/2017	\$0	Principals, SBDM Council and District Administrators

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Math Study Skills Class	The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	05/31/2017	\$0	Math Teacher, Counselors, and Administrators
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	09/15/2016	05/31/2017	\$0	AmeriCorp College Coach, Counselors and Principal
MAP Math	Algebra I, geometry, and algebra II math teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	05/01/2017	\$0	Math PLC Team Leader
Study Island	Study Island software will be used to reinforce skills.	Direct Instruction, Academic Support Program	08/01/2016	06/01/2017	\$0	All Core Content Teachers
Common Curriculum	Common planning, common pacing, common unit tests, common unit materials, common test revision/reteach opportunities will become standard practice in the social studies department.	Academic Support Program	08/01/2016	05/31/2017	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Freshman Carnegie Math Curriculum	Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	06/01/2017	\$0	Algebra I Teachers
Freshman Carnegie Cognitive Tutor Program	Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	05/31/2017	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Name & Claim	Faculty will review data to identify students who are at risk of not meeting benchmarks and will 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	08/01/2016	04/28/2017	\$0	Teachers, Administrators, Counselors

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Freshman 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 growth areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	06/01/2017	\$0	Math PLC Team Leader, District Math Coach, 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	07/01/2016	06/30/2017	\$0	CTE Teachers and CTE Coordinator
Algebra II EOC Prep & Formative Item Pool	All Algebra II and Math 11 classes will use ACT Quality Core units and formative item pool as practice.	Direct Instruction	08/01/2016	05/31/2017	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers
Program Review Updates	As changes are implemented in the program review process (i.e. rubric changes, data in the assist tool, audit process, evidence submission process), teachers will be provided the information via professional development/flex opportunities.	Policy and Process	08/01/2016	06/30/2017	\$0	Administrators, Program Review Evidence Managers, District Curriculum Coaches
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals, District Administration, SBDM Council
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize in order to meet their observation/evaluation deadlines.	Policy and Process	07/01/2016	06/01/2017	\$0	District Office
New Teacher Mentoring	New teachers will be provided mentoring throughout their first year and beyond.	Professional Learning	07/01/2016	06/01/2017	\$0	District Office, Principals and New Teachers
Study Skills Math Class	The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	06/01/2017	\$0	Administrators & Counselors
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	08/01/2016	06/01/2017	\$0	PLC Team Leaders and Curriculum Coordinator

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US History EOC Prep	Formative Item Pool materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/01/2016	04/28/2017	\$0	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
School Culture	Math teachers 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	08/01/2016	06/01/2017	\$0	Entire Faculty and Staff
Curriculum Alignment	All English teachers will meet to review and align course curriculum with Kentucky Academic Standards to ensure curriculum checklists reflect the standards.	Direct Instruction, Policy and Process, Academic Support Program	08/01/2016	06/01/2017	\$0	PLC Team Leaders
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2016	06/01/2017	\$0	Principals, District Administration and SBDM Council
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 a high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/01/2016	05/31/2017	\$0	Freshman Academy Principal and Counselors
ACT Prep - Science	All chemistry courses will begin each day with ACT review question, Cranium Cranker, or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/01/2016	04/28/2017	\$0	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers
MAP Math	Algebra I, Geometry, and Algebra II teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/01/2017	\$0	Math PLC Team Leader
Curriculum Maps	CTE Teachers will utilize curriculum maps aligned with KOSSA and Kentucky Academic Standards.	Academic Support Program	08/01/2016	05/31/2017	\$0	CTE Teachers
Support Network	Math teachers will access the support network already in place for both academic and nonacademic factors (administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2016	06/30/2017	\$0	All Teachers

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Analyze Gap Groups	Analyze non-duplicated gap student achievement relative to state assessment data.	Academic Support Program	08/01/2016	06/30/2017	\$0	Teachers, Curriculum Coordinator
Non-Cognitive Data Identification	Identify non-cognitive data such as attendance, behavior, and retention through collaboration and monitoring of non-duplicated gap students to provide at-risk students with appropriate interventions.	Academic Support Program	08/01/2016	05/31/2017	\$0	Teachers
Data Disaggregation	English 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.	Professional Learning, Academic Support Program	10/01/2016	12/01/2016	\$0	All Teachers and Administrators
Common Assessment Analysis	English teachers will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	Core Content Teachers
Curriculum Review	Throughout the year, teachers will provide in curriculum 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	08/01/2016	05/01/2017	\$0	Administrators & PLC Team Leaders
English II EOC Preparation	All English II teachers will utilize Formative Item Pool resource to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2016	04/28/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
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	09/01/2016	04/28/2017	\$0	English and CTE 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	08/01/2016	05/31/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
Home Visits for At-Risk Students	Home visits will be made to any at-risk student by referral.	Parent Involvement	07/01/2016	06/01/2017	\$0	FRYSC Coordinator
Lesson Plans	CTE teachers will utilize Kentucky Academic Standards and career and technical standards in lesson plans.	Academic Support Program	08/01/2016	05/31/2017	\$0	Teachers and Principals

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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	08/01/2016	05/31/2017	\$0	FRYSC Director, 21st Century Site Coordinator
Student Interventions	Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Academic Support Program	07/01/2016	06/01/2017	\$0	Credit Recovery Counselor, Counselors, Curriculum Coordinator, Special Education Coordinator, 21st Century Site Coordinator, & Principals
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.	Direct Instruction, Career Preparation/Orientation	08/01/2016	03/31/2017	\$0	CTE Teachers
Engagement & Feedback	English 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	08/01/2016	06/01/2017	\$0	All Teachers
MAP English	Freshman and sophomore English teachers will utilize MAP reports to identify student improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0	English PLC Leaders, Curriculum Coordinator
Career Pathway Decision	Guide all 9th grade students to a career pathway based on their ILP.	Academic Support Program	01/02/2017	07/31/2017	\$0	Freshman Academy Principal and Counselors
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
MAP English	Freshman and sophomore English teachers will utilize MAP reports to identify student improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0	English PLC Leaders, Curriculum Coordinator
Common Assessment Analysis	Math teachers of core classes will design and deliver instruction based on reflections and data gathered from formative and summative assessments.	Academic Support Program	08/01/2016	06/01/2017	\$0	Core Content Teachers



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Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2016	06/30/2017	\$0	Principals, SBDM Council and District Administrators
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2016	06/01/2017	\$0	District CAO and Principals
Highly Qualified Report	Principals will complete the yearly Highly Qualified Report.	Policy and Process	07/01/2016	06/30/2017	\$0	Principals
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 grade reports, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/01/2016	05/31/2017	\$0	Counselors, A&A Teachers
On-Demand Writing	Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic curriculum pacing guide 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.	Direct Instruction	08/01/2016	04/28/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
Peer Observer Training	Teachers serving as peer observers will complete the proper training and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/01/2016	06/30/2017	\$0	District Office Staff, Principals and Peer Observers
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	07/01/2016	09/30/2016	\$0	District Office and Principals
Team Collaboration	English teachers 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	08/01/2016	06/01/2017	\$0	PLC Teams and SPED Teachers
Engagement & Feedback	Math 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	08/01/2016	06/01/2017	\$0	All teachers
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	07/01/2016	06/01/2017	\$0	Counselors and CCR Team Leader

# Comprehensive School Improvement Plan

Whitley County High School

Data Disaggregation	Math 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.	Professional Learning, Academic Support Program	10/01/2016	12/01/2016	\$0	All Teachers and Administrators
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	07/01/2016	06/30/2017	\$0	Principals
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	03/01/2017	03/31/2017	\$0	Counselors, AmeriCorps College Coach
CTE Curriculum Alignment	CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Kentucky Academic Standards.	Academic Support Program	07/18/2016	05/31/2017	\$0	CTE Teachers
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2016	06/30/2017	\$0	District CAO and Principals
Support Network	English teachers will access the support network already in place for both academic and nonacademic factors (administration team, district content coaches, technology team, counselors, youth service center personnel, DPP, etc.).	Academic Support Program	07/01/2016	06/01/2017	\$0	All Teachers
On-Demand Writing	Sophomore and Junior English teachers will emphasize on-demand writing and will adhere to a specific and strategic pacing guide 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.	Direct Instruction	08/01/2016	05/01/2017	\$0	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers
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	03/01/2017	07/01/2017	\$0	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

# Comprehensive School Improvement Plan

Whitley County High School

CCR Math	CCR Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	Direct Instruction, Academic Support Program	07/01/2016	05/26/2017	\$0	Math PLC Team Leader, Curriculum Coordinator, Counselors
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 cusp 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."	Direct Instruction, Behavioral Support Program, Parent Involvement, Academic Support Program	10/01/2016	12/20/2016	\$0	PLC Team Leaders, Core Content Team Members, All Teachers
Freshman 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 improvement areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	05/31/2017	\$0	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers
MDC	Five math teachers will attend and participate in the Math Design Collaborative.	Professional Learning	07/01/2016	06/30/2017	\$0	Math Teachers, District Math Coach
Supplemental Resources	English teachers will provide students with access to the following supplemental resources: NewsELA, Readworks, NoRedInk, Study Island, Practice ACT, Formative Item Pool, 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.	Direct Instruction, Tutoring, Technology, Academic Support Program	08/01/2016	06/01/2017	\$0	PLC Team Leaders
Task Force Committees	When the opportunities arise, teachers will be encouraged to participate in state-level development and revision of programs of study, course alignment, pathway development, and standards revision.	Policy and Process, Professional Learning, Academic Support Program	07/01/2016	06/30/2017	\$0	Administrators
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	07/01/2016	06/01/2017	\$0	Principals and Peer Observers
<b>Total</b>					<b>\$0</b>	

# Comprehensive School Improvement Plan

Whitley County High School

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
History Alive!	History Alive! will be used in US History and Integrated Social Studies as a supplement to the course.	Technology	08/01/2016	05/31/2017	\$2000	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers
Biology EOC Prep	Biology teachers will use Formative Item Pool materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/01/2016	04/28/2017	\$1000	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator
<b>Total</b>					\$3000	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up & Link Crew	Gear Up program will provide our freshman students with opportunities to explore various careers and colleges while Link Crew will provide mentoring of freshmen and sophomore students with junior and senior mentors.	Extra Curricular, Community Engagement, Behavioral Support Program, Academic Support Program	07/01/2016	06/30/2017	\$5000	Gear Up Academic Specialist and Link Crew Coordinator
TI - Nspire	Math students will be trained on the proper use of the TI-Nspire calculators.	Direct Instruction	08/01/2016	05/31/2017	\$10000	Math Teachers
ACT Prep & Edgenuity	Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Direct Instruction, Tutoring, Academic Support Program	11/01/2016	02/28/2017	\$15500	Credit Recovery Counselor, Junior Math Teachers
<b>Total</b>					\$30500	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive School Improvement Plan

Whitley County High School

21st Century Colonels Tutoring	Students identified as needing academic intervention will be referred to before and after school programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, and various other enrichment options).	Direct Instruction	08/31/2016	04/03/2017	\$100000	21st Century Site Coordinator, Principals, Credit Recovery Counselor
Operation Preparation	Develop, promote and implement Operation Preparation for 10th grade students.	Career Preparation/Orientation	03/01/2017	03/31/2017	\$1000	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors
Study Island	Study Island software will be used to reinforce basic math skills.	Technology	08/01/2016	04/28/2017	\$6000	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator
Study Island - English	Study Island software will be used to reinforce English skills.	Technology	08/01/2016	05/01/2017	\$6000	ELA PLC Team Leaders, Curriculum Coordinator, ELA Teachers
Study Island - Science	Study Island software will be used to reinforce science skills.	Technology	08/01/2016	05/01/2017	\$6000	Science PLC Team Leader, Curriculum Coordinator
ACT Preparation	All junior level English, math and science classes will complete ACT online preparation (Study Island, Edgenuity).	Technology	08/01/2016	02/28/2017	\$40000	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders
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	08/15/2016	05/15/2017	\$30000	Counselors

**Comprehensive School Improvement Plan**

Whitley County High School

ACT Prep & Edgenuity	Students in junior math courses will have access to three ACT prep programs through Edgenuity.	Direct Instruction, Tutoring, Academic Support Program	11/01/2016	02/28/2017	\$15500	Credit Recovery Counselor, Junior Math Teachers
<b>Total</b>					\$204500	

## **Phase II - KDE Assurances - Schools**

## **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 10/15 and Professional Development Day 11/15. 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 students are discussed. Specific software is utilized to provide additional instruction for students experiencing difficulty mastering achievement standards (i.e. Study Island, FLRT, Cognitive Tutor, and Edgenuity).	

# 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/Teacher Conference, teachers & parents discuss student assessment results. We actively recruit parent members for our PTO & 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.	

# 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 students 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.	

**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 students are discussed. Examples of software utilized to provide additional instruction for students experiencing difficulty mastering achievement standards (i.e. 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).	

# 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/Teacher Conferences, 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 (30 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 students are discussed.	

# 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: <a href="http://www.whitley.kyschools.us/Whitley_Board/centraloffice/plans.html">http://www.whitley.kyschools.us/Whitley_Board/centraloffice/plans.html</a>	

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 paraeducators is kept to a minimum.	

# 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 paraeducators 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 paraeducators 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 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:**

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 06/30/2017 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	07/01/2016	06/30/2017	\$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 for all students from 44% to 68.4% in 2019

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students from 44% to 55.7% by 06/30/2017 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

# Comprehensive School Improvement Plan

Whitley County High School

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	08/01/2016	05/31/2017	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA 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	08/01/2016	05/01/2017	\$0 - No Funding Required	Administrators

Activity - Curriculum Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, teachers will provide in curriculum 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 Professional Learning Direct Instruction	08/01/2016	05/01/2017	\$0 - No Funding Required	Administrators & PLC Team Leaders

Activity - Algebra II EOC Prep & Formative Item Pool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Algebra II and Math 11 classes will use formative item pool materials as practice.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Algebra II and Math 11 Teachers

Activity - Math Study Skills Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Math Teacher, Counselors, and Administrators

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra I, geometry, and algebra II math teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Math PLC Team Leader

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 pacing guide 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.	Direct Instruction	08/01/2016	05/01/2017	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

# Comprehensive School Improvement Plan

Whitley County High School

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 cusp 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 Direct Instruction Academic Support Program Parent Involvement	10/01/2016	12/20/2016	\$0 - No Funding Required	PLC Team Leaders, Core Content Team Members, All Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island software will be used to reinforce skills.	Academic Support Program Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	All Core Content Teachers

Activity - Freshman Carnegie Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	06/01/2017	\$0 - No Funding Required	Algebra I 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 improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0 - No Funding Required	English PLC Leaders, Curriculum Coordinator

Activity - Freshman 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 growth areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	06/01/2017	\$0 - No Funding Required	Math PLC Team Leader, District Math Coach, Curriculum Coordinator

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

# Comprehensive School Improvement Plan

Whitley County High School

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 38.4% 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 38.4% to 52.5% by 06/30/2017 as measured by the School Report Card delivery targets.

## Strategy1:

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 - 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 collaboration and monitoring of non-duplicated gap students to provide at-risk students with appropriate interventions.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers

Activity - Analyze Gap Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze non-duplicated gap student achievement relative to state assessment data.	Academic Support Program	08/01/2016	06/30/2017	\$0 - No Funding Required	Teachers, Curriculum Coordinator

# Comprehensive School Improvement Plan

Whitley County High School

Activity - Curriculum Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the year, students will participate in curriculum 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 to enhance their knowledge and application of curriculum taught.	Academic Support Program	08/01/2016	05/01/2017	\$0 - No Funding Required	Classroom Teachers

Activity - 12 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 twelve weeks to PLC leader.	Academic Support Program	10/01/2016	05/31/2017	\$0 - No Funding Required	PLC Team Leaders & 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	08/01/2016	05/01/2017	\$0 - No Funding Required	Principals

## Strategy2:

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

Category: Continuous Improvement

Research Cited: Study Island, Formative Item Pool, 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, Cranium Cranker, or bell ringer activity. ACT science reasoning concepts will be integrated into the aligned curriculum for all chemistry classes.	Direct Instruction	08/01/2016	04/28/2017	\$0 - No Funding Required	Science PLC Team Leader, Curriculum Coordinator, Chemistry Teachers

Activity - Study Island - Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island software will be used to reinforce science skills.	Technology	08/01/2016	05/01/2017	\$6000 - Other	Science PLC Team Leader, Curriculum Coordinator

Activity - Biology EOC Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Biology teachers will use Formative Item Pool materials to plan instruction and curriculum checklists will be aligned accordingly. In addition, EOC practice will be based on ABC practice books.	Direct Instruction	08/01/2016	04/28/2017	\$1000 - General Fund	Biology Teachers, Science PLC Team Leader, Curriculum Coordinator

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## Strategy3:

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!, Formative Item Pool 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	08/01/2016	05/31/2017	\$2000 - General Fund	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - US History EOC Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Item Pool materials will guide instruction in US History classes. Study Island will be utilized to supplement EOC assessment preparation.	Direct Instruction	08/01/2016	04/28/2017	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

Activity - Common Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning, common pacing, common unit tests, common unit materials, common test revision/reteach opportunities will become standard practice in the social studies department.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Social Studies PLC Team Leader, Curriculum Coordinator, US History Teachers

## Strategy4:

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

Category: Continuous Improvement

Research Cited: Study Island, Cognitive Tutor, MAP, KYOTE

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Algebra I, Geometry, and Algebra II teachers will utilize MAP reports to identify student improvement areas in math concepts and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/01/2017	\$0 - No Funding Required	Math PLC Team Leader

Activity - Algebra II EOC Prep & Formative Item Pool	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	08/01/2016	05/31/2017	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra II Teachers

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Activity - TI - Nspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math students will be trained on the proper use of the TI-Nspire calculators.	Direct Instruction	08/01/2016	05/31/2017	\$10000 - Grant Funds	Math Teachers

Activity - Freshman Carnegie Cognitive Tutor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction in all Algebra I classes is supplemented with the use of the Cognitive Tutor program. 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	08/01/2016	05/31/2017	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator

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	12/01/2016	04/28/2017	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, District Math Specialist

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.	Direct Instruction Tutoring Academic Support Program	11/01/2016	02/28/2017	\$15500 - Grant Funds \$15500 - Other	Credit Recovery Counselor, Junior Math Teachers

Activity - CCR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	Direct Instruction Academic Support Program	07/01/2016	05/26/2017	\$0 - No Funding Required	Math PLC Team Leader, Curriculum Coordinator, Counselors

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island software will be used to reinforce basic math skills.	Technology	08/01/2016	04/28/2017	\$6000 - Other	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator



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Activity - Freshman 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 improvement areas on the Cognitive Tutor in order to reach mastery of concepts.	Tutoring	08/01/2016	05/31/2017	\$0 - No Funding Required	Math PLC Team Leader, District Math Specialist, Curriculum Coordinator, Algebra I Teachers, Algebra II Teachers, and Geometry Teachers

Activity - Study Skills Math Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math study skills class has been added which uses math transitional curriculum to better prepare students for the ACT.	Direct Instruction	08/01/2016	06/01/2017	\$0 - No Funding Required	Administrators & Counselors

## Strategy5:

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, Formative Item Pool, FLRT Program

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 curriculum pacing guide 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.	Direct Instruction	08/01/2016	04/28/2017	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

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, D.O.L., or bell ringer activity. All English III classes will complete ACT online preparation according to English PLC-agreed schedule.	Direct Instruction	08/31/2016	02/28/2017	\$0 - No Funding Required	ELA PLC Team Leader, 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 improvement areas in reading and will make instructional decisions accordingly.	Academic Support Program	08/01/2016	04/28/2017	\$0 - No Funding Required	English PLC Leaders, Curriculum Coordinator

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will review data to identify students who are at risk of not meeting benchmarks and will 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	08/01/2016	04/28/2017	\$0 - No Funding Required	Teachers, Administrators, Counselors

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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	08/01/2016	04/28/2017	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

Activity - Study Island - English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island software will be used to reinforce English skills.	Technology	08/01/2016	05/01/2017	\$6000 - Other	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 Formative Item Pool resource to guide their instruction based on the English PLC- agreed schedule.	Direct Instruction	08/31/2016	04/28/2017	\$0 - No Funding Required	ELA PLC Team Leader, Curriculum Coordinator, ELA Teachers

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

## Goal 1:

Increase the graduation rate from 94% to 95.7% in 2020.

## Measurable Objective 1:

collaborate to increase the graduation rate from 94% to 94.4% by 06/30/2017 as measured by the School Report Card delivery targets.

## Strategy1:

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	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	03/01/2017	07/01/2017	\$0 - No Funding Required	High School Counselors with assistance from Middle School Counselor, Freshman Academy Principal

## Strategy2:

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

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Category: Persistence to Graduation

Research Cited: Data Analysis

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 a high school student and successfully complete rigorous high school academic requirements.	Academic Support Program	07/01/2016	05/31/2017	\$0 - No Funding Required	Freshman Academy Principal and Counselors

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	08/15/2016	05/15/2017	\$30000 - Other	Counselors

Activity - Persistence to Graduation Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data from the Persistence to Graduation Tool available in Infinite Campus will be used: for data analysis and root cause analysis, to determine appropriate supports and interventions for students who may be off-track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state, and national levels.	Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Administrators

### Strategy3:

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.	Academic Support Program	01/02/2017	07/31/2017	\$0 - No Funding Required	Freshman Academy Principal and Counselors

### 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

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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	04/01/2017	07/01/2017	\$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	08/01/2016	05/31/2017	\$0 - No Funding Required	FRYSC Director, 21st Century Site Coordinator

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	07/01/2016	06/01/2017	\$0 - No Funding Required	FRYSC 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 68.5% to 71.6% in 2017

## Measurable Objective 1:

collaborate to demonstrate college and career readiness from 68.5% to 71.6% by 06/30/2017 as measured by the School Report Card delivery targets.

## Strategy1:

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 - 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	09/01/2016	04/28/2017	\$0 - No Funding Required	English and CTE Teachers

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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	03/01/2017	03/31/2017	\$0 - No Funding Required	Counselors, AmeriCorps College Coach

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	03/01/2017	03/31/2017	\$1000 - Other	Faculty and staff to coordinate business volunteers, FRYSC Director, & Counselors

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	11/01/2016	11/07/2016	\$0 - No Funding Required	Counselors, AmeriCorp College Coach, and 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 grade reports, graduation requirements, transcripts, and general "advising").	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Counselors, A&A Teachers

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	09/15/2016	05/31/2017	\$0 - No Funding Required	AmeriCorp College Coach, Counselors and Principal

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	07/01/2016	06/30/2017	\$2000 - Perkins	CTE Staff, Counselors

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Activity - Gear Up & Link Crew	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear Up program will provide our freshman students with opportunities to explore various careers and colleges while Link Crew will provide mentoring of freshmen and sophomore students with junior and senior mentors.	Community Engagement Academic Support Program Extra Curricular Behavioral Support Program	07/01/2016	06/30/2017	\$5000 - Grant Funds	Gear Up Academic Specialist and Link Crew Coordinator

## Strategy2:

Course & Assessment Alignment - Teachers, Advisory Committee Members, and Principals will review Kentucky Academic 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 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 Technology Direct Instruction	07/01/2016	06/30/2017	\$32000 - Perkins	CTE Coordinator, CTE Teachers, WCBOE Finance Department

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	07/01/2016	06/30/2017	\$0 - No Funding Required	CTE Teachers and CTE Coordinator

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	07/01/2016	06/01/2017	\$3500 - Perkins	CTE Coordinator, CTE Teachers

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.	Career Preparation/ Orientation Direct Instruction	08/01/2016	03/31/2017	\$0 - No Funding Required	CTE Teachers

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Activity - CTE Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Teachers will review their curriculum to ensure alignment with KOSSA, industry certification standards, and Kentucky Academic Standards.	Academic Support Program	07/18/2016	05/31/2017	\$0 - No Funding Required	CTE Teachers

Activity - Task Force Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When the opportunities arise, teachers will be encouraged to participate in state-level development and revision of programs of study, course alignment, pathway development, and standards revision.	Academic Support Program Professional Learning Policy and Process	07/01/2016	06/30/2017	\$0 - No Funding Required	Administrators

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE Teachers will utilize curriculum maps aligned with KOSSA and Kentucky Academic Standards.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	CTE Teachers

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will utilize Kentucky Academic Standards and career and technical standards in lesson plans.	Academic Support Program	08/01/2016	05/31/2017	\$0 - No Funding Required	Teachers and Principals

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	06/19/2016	06/22/2016	\$8700 - Perkins	CTE Coordinator, CTE Teachers

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	08/01/2016	05/31/2017	\$2500 - Perkins	CTE Co-op Teachers

### Strategy3:

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

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Category: Continuous Improvement

Research Cited: EPAS data, KPREP data, and Formative Item Pool

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	07/01/2016	06/01/2017	\$0 - No Funding Required	Counselors and CCR Team Leader

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	07/01/2016	06/01/2017	\$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	Funding Amount & Source	Staff Responsible
Students identified as needing academic intervention will be referred to before and after school programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, and various other enrichment options).	Direct Instruction	08/31/2016	04/03/2017	\$100000 - Other	21st Century Site Coordinator, Principals, Credit Recovery Counselor

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	08/01/2016	06/01/2017	\$0 - No Funding Required	PLC Team Leaders and Curriculum Coordinator

Activity - ACT Preparation	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, Edgenuity).	Technology	08/01/2016	02/28/2017	\$40000 - Other	English, Math, Science Teachers of Junior Level classes; Curriculum Coordinator; ELA, Science, and Math PLC Team Leaders

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:

Increase each Program Review area score by 0.1.

## Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, Writing and Global Competencies/World Language by 06/01/2017 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 Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As changes are implemented in the program review process (i.e. rubric changes, data in the assist tool, audit process, evidence submission process), teachers will be provided the information via professional development/flex opportunities.	Policy and Process	08/01/2016	06/30/2017	\$0 - No Funding Required	Administrators, Program Review Evidence Managers, District Curriculum Coaches

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	08/01/2016	06/01/2017	\$0 - No Funding Required	Evidence Manager, PLC Team Leaders, Curriculum Coordinator

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 using a triangular approach (including still photography, PowerPoints, lesson plans, rubrics, student work examples, finished projects, etc.).	Technology	07/01/2016	06/01/2017	\$0 - No Funding Required	Evidence Managers

# **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 1,087 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 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 distinguished school. Another important fact is that our county has 24.1% of its population 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 in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands 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 12 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, including our participation in the GEAR UP program and Link Crew initiatives. 53% of our students are male and 47% are female. Our student body consists of 320 freshmen, 306 sophomores, 214 juniors, 245 seniors, and 2 non-diploma/grade 14 students. 14.3% 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 1,064 White students, 9 Hispanic/Latino students, 4 Black/African-American students, 3 Asian students, 1 American Indian or Alaska Native students, and 6 students who identify with more than one ethnic background. Our students with disabilities population makes up 5.7% of the student body. Our faculty/staff consists of: 1 principal, 3 assistant principals, 3 school guidance counselors, 1 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.

## Comprehensive School Improvement Plan

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Even though we are a school system located in a high-poverty area, we are a distinguished 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 a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners.

## **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 well-rounded and better equipped to be positive contributors to the 21st century academic and competitive workforce. As part of the Whitley County School District, we are committed to "Making Great Things Happen." Our school has a culture for continuous improvement, believes firmly in Colonel P.R.I.D.E., and models our principles of "Pillars for Success: Lead by Example, Kids First, T.E.A.M., and Community."

**CLUBS & ORGANIZATIONS:** Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, DECA Club, Future Career and Community Leaders of America (FCCLA), Fighting 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 & Class Officers, Thespian Society, Junior Historical Society, GEAR UP, Link Crew, and UNITE.

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

**21st CENTURY COLONELS:** Academic Opportunities (Credit Recovery, After School & Before School Tutoring) Enrichment Opportunities (ACT Prep, Academic Club, Book Club, Colonel Players, Dance Club, Radio Club, Colonel Clean-up Club, Colonel Crafts, Foreign Language Club, ARK Club - Acts of Random Kindness, Science Club, Whitley Walkers, Band, Weightlifting/Fitness Club).

## **Notable Achievements and Areas of Improvement**

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

Currently we are a Distinguished High School scoring 76.7 overall for the 2015-2016 Unbridled Learning: College and Career Readiness for All assessment model.

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

\*\*\* We met our Participation Rate Goal and our Graduation Rate Goal.

A review of our Kentucky Occupational Skills Standards Assessment Performance Report revealed that in 2015-2016 we had 128 student who participated in KOSSA assessments and 91 of them earned KOSSA certificates, which is a passing rate of 71.09%.

Individual pathway results are as follows:

8 students took the Administrative Support KOSSA, 7 received certificates (88% passing rate);

26 students took the Ag Power Structures KOSSA, 19 received certificates (73% passing rate);

7 students took the Web Development and Administration KOSSA, 6 received certificates (86% passing rate);

24 students took the Culinary & Food Services KOSSA, 16 received certificates (67% passing rate);

15 students took the Environmental Science KOSSA, 12 received certificates (80% passing rate);

17 students took the Horticulture KOSSA, 10 received certificates (59% passing rate);

31 students took the Marketing KOSSA, 21 received certificates (68% passing rate).

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.

Our program review scores continue to be excellent: Visual & Performing Arts scores 9.1 (Proficient), Practical Living/Career Studies scored 9.5 (Proficient), Writing scored 8.2 (Proficient), Global Competencies/World Languages scored 8.0 (Proficient) for a total of 34.8 points. Our accountability points were 23 out of 23.

Celebration Points/Unbridled Learning assessment comparisons from 2014-2015 to 2015-2016 reveal the following increases:

-reading EOC scores improved from 59.8 to 62.3

-math EOC scores improved from 46.5 to 50.9

-science EOC scores improved from 51.0 to 54.6

-overall growth increased from 52.9 to 54.3

-student growth percentile in math increased from 48.0 to 53.7

-student growth percentile in combined reading and math increased from 52.9 to 54.3

-overall gap increased from 42.7 to 51.1

-non-duplicated gap percentile in reading increased from 48.6 to 52.6

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- non-duplicated gap percentile in reading of 52.6 is +8.4 above the state percentile of 44.2
- non-duplicated gap percentile in math increased from 19.8 to 24.1
- non-duplicated gap percentile in science increased from 24.3 to 26.0
- non-duplicated gap percentile in social studies of 51.4 is +3.6 above the state percentile of 47.8
- non-duplicated gap percentile in writing of 47.9 is +15.5 above the state percentile of 32.4
- non-duplicated gap percentile in language mechanics of 50.0 is +8.9 above the state percentile of 41.1
- overall CCR increased from 77.0 to 85.9
- CCR percent meeting benchmark for all students increased from 77 to 85.9
- CCR percent meeting benchmark for white students increased from 76.8 to 85.6
- CCR percent meeting benchmark for students with disability increased from 69.6 to 80.0
- CCR percent meeting benchmark for free/reduced lunch students increased from 70.2 to 79.1
- graduation rates for male students increased from 95.3 to 97.3
- graduation rates for free/reduced lunch students increased from 95.2 to 95.6
- reading scores improved overall from 59.8 to 62.3
- reading scores for students scoring distinguished increased from 11.3 to 13.3
- reading scores for students scoring proficient increased from 42.2 to 43.5
- reading scores for students scoring apprentice decreased from 12.5 to 11.0
- reading scores for students scoring novice decreased from 34.0 to 32.1
- English met ACT benchmark
- math achievement increased from 46.5 to 50.9
- math increased the percentage of females meeting benchmark from 19.0 to 24.6
- math decreased the percentage of students scoring novice on the algebra II EOC from 30.1 to 27.8
- math scores for students scoring distinguished increased from 2.3 to 6.3
- math scores for students scoring proficient increased from 21.5 to 24.8
- math scores for students scoring apprentice decreased from 45.4 to 39.6
- math scores for students scoring novice decreased from 30.8 to 29.3
- science achievement increased from 51.0 to 54.6
- science scores for students scoring distinguished increased from 2.4 to 5.9
- science scores for students scoring proficient increased from 24.4 to 25.7
- science scores for students scoring apprentice decreased from 48.4 to 45.9
- science scores for students scoring novice decreased from 24.8 to 22.5
- language mechanics scores for students scoring proficient increased from 27.1 to 33
- writing NAPD for our school of 75.0 is +8.8 above the state NAPD of 66.2
- writing NAPD earned 4.9 bonus points
- 10th and 11th grade writing percent of students scoring proficient/distinguished is 51.6 which is +8.1 above the state average of 43.5
- our English II EOC percent of students scoring proficient/distinguished of 57.8 which is +1.3 above the state average of 56.5
- our gap points earned for our school of 51.0 which is +15.1 above the state points of 35.9.
- our CCR points with bonus of 85.9 which is +4 above the state points with bonus of 81.9.
- percentage of novice reduction target met: Overall 61.3, Reading 47.6, Math 75
- our drop-out rate of 1.2% is lower than the state by 0.3%
- our graduation rate of 95.5 is +5.8 above the state's at 89.7.

Our district leadership will support and assist: "To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We will continue to provide support through our curriculum leadership team whose members serve as instructional coaches



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to our individual schools. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based interventions. Our district leadership team will host professional learning activities and trainings that focus on teachers' needs. The district leadership team will continue to provide job-embedded professional learning and opportunities for continuous professional growth. Our greatest success and proudest moments center around the achievement of our students and the devotion and hard work of our staff. We are celebrating our district status as Distinguished/Progressing and our district ranking of 13th in the state. The Whitley County School District is certainly Making GREAT Things Happen!"

The questions that we are trying to answer with the data and information provided include:

- \*In what subject areas are we performing well?
- \*What are our areas of strength?
- \*What are our areas of needed improvement?
- \*Where are our gaps? In what subgroups do they exist?
- \*What program review areas need support?
- \*What percent of our students are ready for college and/or careers?
- \*What percent of our students are graduating within 4 years? 5 years?

## Opportunities for Continued Improvement

- A large percentage of students are scoring below proficiency in English II (43.9%), Algebra II (69.7%), biology (69.1%), U.S. History (45.9%), and writing (48.2%).
- The percentage of novice in these areas is also alarming as results show 33.1% in English II, 30.3% in Algebra II, 23.9% in U.S. History, and 22.3% in biology.
- A large percentage on non-duplicated gap students are scoring novice in English (37.0%), Algebra II (33.1%), biology (27.6%), U.S. History (25.4%) and writing (24.2%).
- A large percentage of non-duplicated gap students are scoring apprentice in Algebra II (43.4%) and biology (47.1%).
- Our percentage of students making typical or higher annual growth fell below the state average in English (-3.4%), Algebra II (-3.3%), and the combined average (-3.3%).
- The high school received only 31.9 points in the novice reduction category with 34.7 points in reading and 28.9 points in math.
- The lowest amounts of points in both reading and math were from the sub-category of students with disabilities.
- Although progress was made with our students with disabilities in reading, we missed our AMO goal of .5 in Learners and we remain classified as a Focus School.
- According to recent ACT data, our students category scores are below the state in English (-1.0), Math (-1.6), reading (-0.8), and science (-0.8).
- Our overall composite score is 1.0 below the state score.
- The percentage of students meeting the Kentucky Council on Postsecondary Education (CPE) college readiness benchmarks falls below the state in English (-4.5%), math (-14.8%), and reading (-3.0%).
- The percentage of students scoring 3-5 on the Advanced Placement tests falls below the state by 8.6%.
- Our high school decreased their total score by 3.6; the weighted score dropped in achievement (-0.6), gap (-1.3), and graduation rate (-0.1).
- The weighted score increased in growth by 0.2 and college and career readiness by 1.4.
- Overall our achievement score decreased from 63.3 to 61.8.
- Our graduation rate decreased from 96.5 to 95.5.
- Our writing achievement decreased from 80.4 to 75.0 (-5.4).
- Our student gap percentile in writing decreased from 55.6 to 47.9 (-7.7).

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- Our language mechanics NAPD decreased from 69.9 to 67.4 (-2.5).
- Our student gap percentile in social studies decreased from 66.1 to 51.4 (-14.7).
- We are below the state average in all ACT areas and all areas of the ACT decreased.

Our math team will implement the following strategies and activities:

- common assessments
- offer immediate rewards
- motivate
- practice in real world situations
- mock ACT school wide
- 11th grade get situational practice and not just academic review of concepts/strategies
- 9th grade - bring in counselors to inform them about expectations, consequences, alternatives, etc.,
- bragging rights, know expectations, less stress in real test, better scores
- seniors earn "senior incentives" for high scores/meeting or exceeding benchmarks
- practice in fun situations: all night lock in, flex opportunities for staff, add academic activities
- consider different trimester course offerings
- Fast Five in class
- Incorporate ACT Boot Camp strategies
- Use "50 Top Tools and Skills" by Brian Leaf
- Edgenuity ACT for 9th graders
- Speed Drills
- ACT bell-ringers

Our English team noted the following areas for improvement:

- Writing and Language Mechanics scored dropped.

Our English team will incorporate the following strategies/activities to improve:

- To improve the writing and language arts scores, work on various on-demand writing formats (i.e. blogs, editorials, speeches)
- Focus on writing and language mechanics skills
- Provide samples of proficient and distinguished work and model this type of writing
- Increase lab time and the use of Study Island, No Red Ink, NEWSELA
- Off site professional development in specific topics requested
- ACT workshops
- EOC practice
- Sharing of valuable instructional resources
- Utilizing new and effective programs and instruction
- Intensify instruction in the improvement areas identified through MAP data analysis
- Improve reading skills (kids who read well, are more successful overall in school)
- If a student is struggling, individualize instruction, reteach concepts to target trouble skills, provide peer/teacher conferencing and remedial activities, refer to after school homework help
- There is a need for grammar books and grammar practice materials
- Feedback provided to students on pre and post-assessments
- Timed and close readings/annotations for practice of various forms/types of literature
- Continue to work together in our PLC Team in order to develop strategies to address gaps and weaknesses

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- Valuing academics above all
- Maintain positive relationships among faculty/staff, students and administration

Our science department identified the following areas of improvement:

EOC - An increase in our NAPD overall science score from 2015 to 2016 by difference of 3.6 points ( $54.6 - 51.0 = 3.6$ )

- An increase in our non-duplicated Gap group in the NAPD calculation - from 24.3 in 2015 to 26.0 in 2016.

- Increased scores of Proficient and Distinguished:

- Scores in the Proficient category increased from 24.4 in 2015 to 25.7 in 2016.

- Scores in the Distinguished category increased from 2.4 in 2015 to 5.9 in 2016.

- Lowered scores of Novice and Apprentice

- Scores in the Novice category decreased from 24.8 in 2015 to 22.5 in 2016.

- Scores in the Apprentice category decreased from 48.4 in 2015 to 45.9 in 2016.

ACT - Although data analysis showed us not meeting the state benchmark, we noted noticeable improvement from the previous years and we felt that the plans implemented were effective in giving students more confidence going into the test.

To maintain or increase achievement, the science teams will implement:

EOC - more emphasis will be placed on targeting suspected weak areas from past scores and observed content that students have struggled with in the past.

- Being even more intentional in following the set schedule/pacing guide for content to be learned.

ACT - Intentionality in following the set pacing guide of learning strategies, practice passages, practice tests, and consistent review.

- Being willing to recognize the need to adapt and alter the plan as the year progresses.

Physical Science - Developing content pacing guides to implement flow for student understanding and to lay the ground work for later learning for EOC and ACT successes.

Our social studies achievement decreased from 80.3 to 67.4 (-12.9). As a result, the Social Studies Team set the following goals:

-decrease % of students scoring novice from 20.7% to 15%

-increase % of students scoring apprentice from 23.9% to 25%

-increase % of students scoring proficient from 43.2% to 45%

-increase % of students scoring distinguished from 12.2 to 15%

To achieve these goals, the Social Studies Team will implement the following:

-common planning, pacing, assessment

-GradeCam analysis on unit tests

-use GradeCam data to identify areas that need to be retaught

-use of textbook, Power Points, Internet as evidence on student revisions of tests

-use of student contracts for failing students to encourage morning/afterschool tutoring

-public celebration/attention of students who score their "all-time best" on unit tests (visible learning strategies)

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

Over the last eight years, we have had 36 students selected as Governor's Scholars.

Three students were HOBY winners and one student was selected as a participant and another as an alternate for Robinson Scholars in 2015-2016.

Our National Honor Society has 228 historical members.

One of our teachers was awarded the WYMT Teacher of the Year.

We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.

During the 2016 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

\*\*\*\* One year scholarships totaled \$805,300 awarded to WCHS students.

\*\*\*\* Four year scholarships totaled \$3,340,650 awarded to WCHS students.

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 placed in the following categories at National FFA Conference: Gold Rating in Forestry Management, Silver Rating in Diversified Horticulture, and Bronze Rating in Outdoor Recreation. Our agriculture mechanics team placed 2nd in state competition.

Drama students earned 4th place at State KTA and one student was named All-Festival Cast.

At EKDAS, the drama students earned 3rd place, one student was named Best Supporting Actress, and another was named a member of the All Mountain Cast.

Students from our Information Technology department participated in the 2016 High School Summer Math-Science Technology Institute: a student wrote the code for an app which simplified the census data and another built a supercomputer.

An FBLA student participated in the 2016 Base Camp offered by the Kentucky Association of Certified Public Accountants.

We earned Elite Top 50 FACS Program for 2015, FCCLA State Officers for the last three years and two FCCLA Regional Officers.

Culinary Team State Winner and National Competitor.

National FCCLA: Culinary Chicken Fabrication 1st place; Culinary Math 2nd place; Culinary Knife Skills 2nd place.

Several of our student organizations raise money for various charities and have numerous service learning projects.

We have a very active Visual and Performing Arts program with theatre, visual arts, dance, chorus, and band. We have an annual art show, choral and instrumental concerts, and several drama performances throughout the school year.

One of our students was selected for the All-Festival Band in 2015-2016.

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.